DOCUMENT RESUME

ED 123 675 CS 501 386

AUTHOR	Atkin, Charles K.
TITLE	The Effects of Television Advertising on Children: Survey of Children's and Mother's Responses to Television Commercials. Final Report.
INSTITUTION	Michigan State Univ., East Lansing. Coll. of Communication Arts.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
REPORT NO	MSU-8
PUB DATE	Dec 75
NOTE	108p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Behavioral Science Research; *Childhood Attitudes; Children; Elementary Education; *Mother Attitudes; Publicize; *Reactive Behavior; Surveys; *Television Commercials; *Television Viewing

ABSTRACT

This research assesses reactions to Saturday morning television advertising by four to twelve year old children and their mothers and examines young viewers' naturalistic learning of facts, attitudes, and behavior from commercials. An omnibus questionnaire was administered to 738 children. Interviews were conducted with 301 randomly selected mothers of these children to provide parallel and supplementary information. Some of the major findings are that children express generally positive evaluations of specific TV commercials, but tend to be bothered by commercial interruptions; that mothers are more favorable than hostile toward children's advertising; that amount of exposure to television is not related to knowledge of brand names, substantive qualities, or promotional characters featured in Saturday commercials, with age and school performance the strongest predictors of knowledge; that children's responses to TV commercials become increasingly skeptical as they mature; that from one-third to one-half of the children talk about specific commercials with mother and peers; that a large majority of children are stimulated by TV advertising to ask for toys and cereals; and that two-thirds of the mothers feel that commercials produce materialistic orientations in their children. (Author/JM)

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THE EFFECTS OF TELEVISION ADVERTISING ON CHILDREN: SURVEY OF CHILDREN'S AND MOTHER'S RESPONSES TO TELEVISION COMMERCIALS

-- FINAL REPORT --

December, 1975

Charles K. Atkin
Department of Communication
Michigan State University

Submitted to:

Office of Child Development
Department of Health,
Education and Welfare

Primary research assistants on this phase of the project were Mark Miller and Akiba Cohen.

Michigan State University
Department of Communication
College of Communication Arts

Report #8
TV Advertising and Children Project

CS 501 386

ABSTRACT

This survey research investigation assesses reactions to Saturday morning television advertising by 4-12 year old children and their mothers, and examines young viewers' naturalistic learning of knowledge, attitudes and behavior from commercials. An omnibus questionnaire was administered to 738 children in nursery and elementary schools from urban, suburban and small town locales in central Michigan. Interviews were conducted with 301 randomly selected mothers of these students to provide parallel and supplementary information. These are some major findings:

(1) AFFECTIVE ORIENTATIONS TOWARD COMMERCIALS -- Children express generally positive evaluations of specific TV commercials, but tend to be bothered by commercial interruptions and give mixed responses on the issue of banning Saturday morning advertising. Those who view the most commercials are most favorable toward advertising, as are younger children. Mothers are more favorable than hostile toward children's advertising; only one-fourth want to ban Saturday ads. They are divided in opinion about clustering these commercials.

(2) KNOWLEDGE OF BRANDS AND ATTRIBUTES -- Amount of exposure to television advertising is not related to knowledge of brand names, substantive qualities, or promotional characters featured in Saturday commercials. While viewing is a primary condition for this cognitive learning, age and school performance are the strongest predictors of knowledge. Most children display an extensive familiarity with material presented in advertising messages, with the more mentally capable children absorbing content most readily.

(3) ACCEPTANCE OF ADVERTISING CLAIMS -- Children's responses to TV commercials become increasingly skeptical as they mature through elementary school. Heavy viewers display much greater belief in advertising claims than those who view less television.

(4) TALKING ABOUT TELEVISION COMMERCIALS -- From one-third to one-half of the children talk about specific commercials with mothers and peers, with younger children talking the most. Amount of viewing correlates moderately with frequency of interpersonal communication. About half of the mothers report discussing advertising with their children in an attempt to teach a more skeptical attitude toward commercials.

(5) ASKING FOR ADVERTISED PRODUCTS -- A large majority of the children report that they are stimulated by television advertising to ask for toys and cereals, with the highest rates for younger children. Mother reports are congruent with these findings; they also indicate that desire for premiums motivates many cereal requests. Furthermore, amount of TV exposure is moderately associated with frequency of asking for products seen in TV ads.

(6) CONFLICT AND ANGER AFTER DENIAL -- Almost half of the children report that they argue with their mothers over denials of toy and cereal requests; mothers report similar rates of conflict. More than half of the children say they become angry toward their mothers when receiving denials, although mothers

don't perceive this much unhappyness. Frequency of advertising exposure is modestly related to these negative consequences; it appears that exposure effects operate indirectly via increases in the frequency of asking for these products.

(7) ADVERTISING AND MATERIALISTIC ORIENTATIONS -- Frequency of viewing television ads makes only a weak contribution to the development of materialism among children, according to correlational analyses. However, two-thirds of the mothers feel that commercials produce materialistic orientations in their children.

(8) SOCIAL AND NUTRITIONAL LEARNING -- There is limited evidence that exposure to public service announcements and certain classes of product advertising affects general social and nutritional orientations. Heavy Saturday morning television viewers are more likely to oppose littering, approve of sugar and sweetened cereals, believe in children's vitamin supplements and use these vitamin tablets; findings regarding impact on seat belt buckling are mixed.

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SURVEY OF CHILDREN'S AND MOTHERS' RESPONSES TO TELEVISION COMMERCIALS

This survey research investigation assesses the evaluations of television advertising by four-to-twelve year old children and their mothers, and examines the impact of commercials on the cognitions, attitudes and behaviors of young viewers. These are some of the key research problems studied in this survey:

(a) children's liking for television commercials

(b) children's acceptance of claims presented in advertisments

(c) mothers' and children's opinions about Saturday morning advertising practices

(d) mothers' assessments of the impact of TV advertising

(e) effects of commercials on children's knowledge, such as awareness of advertised brands, characterizations, and product attributes

(f) amount and nature of discussion of advertising between mothers and children

(g) impact of advertising on requests for purchases of cereals and toys

(h) consequences of commercials for parent-child conflict and child anger after denial of purchase requests

(i) contribution of advertising to acquisition of materialistic orientations

(j) learning about littering and seat belts from public service announcements

(k) effects of food and vitamin advertisments on orientations toward nutrition

There are a number of theoretical frameworks that can explain how television advertising influences the thinking, feeling, and actions of children. Social learning theory suggests that the observation of mediated portrayals produces imitation of models who attain rewards for consuming products or performing normative practices, as the child acquires new responses for novel behaviors or is facilitated or inhibited in the performance of previously learned behaviors. Persuasion learning theories indicate that children's beliefs, attitudes and actions are affected by verbalized appeals from highly credible sources presenting carefully designed arguments. Much of the learning may be incidental as the child acquires secondary perceptions while focusing on the product or observes ads while awaiting the next program segment. In other circumstances, the child might be motivated to use advertising inputs to reduce uncertainties regarding purchases or appropriate social behavior. Developmental differences are also important, as children within this age range vary in cognitive structure (the older ones are at the concrete operational stage of intellectual development, while the younger children have a less

advanced preoperational ability to process messages), personal experiences, communication inputs from interpersonal and mass media sources, and physiological and personality development.

RESEARCH METHOD

The methodological approach employed in studying these issues is survey research, using a standardized questionnaire to measure each variable and multivariate analysis to assess the relationship among variables. This mode of investigation relies on self-reports of actual experiences with TV advertising and current patterns of knowledge, attitudes and practices in everyday life. Reports from the children's mothers are also a key source of information. The goal is a realistic description of children's reactions to commercials and their learning from TV ads. Although the non-experimental methodology does not provide unambiguous evidence of causality regarding the effects of advertising, the field setting allows more confident generalization of the findings to the real world in which the children live.

Sample. The age range selected for this study is the early and middle childhood period represented by the nursery and elementary school grade levels. There are 228 fourth and fifth graders who completed a self-administered questionnaire, along with 310 students in the first, second and third grades who wrote on questionnaires with the aid of research assistants. Finally, 200 kindergarteners and preschoolers aged 4 and 5 were interviewed.

A total of 738 children participated in the study. They were drawn from schools in urban (34%), suburban (34%) and small town (32%) areas of central Michigan; the specific schools are listed in Figure 1. The age distribution is also presented in Figure 1; the mean age is 7.7 years old. There are 51% males and 49% females in the sample. Blacks constitute just 4% of the sample.

Mothers of a randomly selected 50% subsample of children were interviewed after the school survey. Data were obtained from 301 mothers of 370 children (some mothers had more than one child in the school sample). There are 92 mothers of fourth and fifth graders, 116 mothers of first through third graders, and 93 mothers of kindergarteners and preschoolers. The average age of the children whose mothers were interviewed is 7.6. There is a very slight tendency for younger children to be overrepresented in the mothers survey, due to interviewer instruction to have mother respondents refer to the younger child in two-thirds of the multiple-child homes. The children of these mothers are 52% male and 48% female. The mothers described the occupation of the head of household; 19% provided a job description falling the professional/technical category, 32% indicated a clerical/sales occupation, 28% gave skilled labor identifications, 19% identified an unskilled job, and 2% reported that the head of household was unemployed. Precise responses were classified into a 13-level occupational status scale for correlational analyses.

Questionnaire design. A survey instrument was prepared to measure children's responses to television advertising along a number of dimensions. The core questionnaire included 13 pages of items administered to all children.

Most of the questions were accompanied by multiple choice response alternatives. The older children in the fourth and fifth grades completed a longer version of the questionnaire with 20 extra items, particularly questions requiring open-ended answers. The older children could handle the expanded instrument because of their greater attention span, faster pace, and wider range of experience.

The format of the questionnaire was varied throughout with a mixture of picture items and colored pages to minimize tedium. The instrument began with a page of television viewing items, which was followed by questions about toy requests and refusal consequences, commercial slogan and character knowledge items, reactions to a toy commercial and a shoe commercial, items dealing with cereal requests and refusal consequences, responses to a cereal commercial, materialism measures, opinions about advertising, and demographics. Questions were carefully developed and pretested on young children to assure appropriateness of style and content. The wording of most questionnaire items is provided in the tables in this report; specimins of each version of questionnaire appear in Figure 2 and Figure 3 at the end of the text.

The fourth and fifth graders completed a self-administered questionnaire in their classrooms with the aid of research assistants who introduced the instrument and answered questions. The students in the first, second, and third grades wrote on the questionnaire booklet as one research assistant read each item aloud and other assistants circulated through the classroom to supervise; in some first grade classes, the assistants subdivided the students into groups of six to eight, reading and supervising on a more personalized level. These early elementary school students were able to mark their own questionnaires because several carefully pretested techniques were employed: each page of the questionnaire was differently colored, so the research assistants could monitor each student's progress; items on each page were numbered beginning with 1 and separated by a line in most cases, so that the child could readily follow along with the assistant reading the questions aloud; response categories were often labeled with A, B, and C so the child could determine which of the verbalized answers they wanted to circle on the page, while other response categories were the easily recognizable "yes" and "no." Furthermore, the 17 still pictures from actual commercials provided a visual reference comprehensible to all children, in addition to making the survey a more enjoyable experience.

With the youngest children, more personalized approaches were employed. The preschool children were interviewed on a one-to-one basis, with the interviewer reading the questions and response categories, showing the child picture cues, and marking the answers given by the children. In the kindergarten, the questionnaire was read to children in small groups of three or four; most could circle answers themselves under close guidance of a research assistant. The data collection consumed between 30 and 40 minutes at all grade levels.

In the week after surveying children in a school, interviewers attempted to call half of all mothers for a corresponding survey of their opinions, behaviors, and reports of child behaviors. Telephone numbers were obtained from each child on the last page of the questionnaire. Interviewers asked to

speak with the mother by name, and introduced themselves as a representative of Michigan State University. These introductory statements were made by the interviewers: "SEVERAL DAYS AGO YOUR CHILD PARTICIPATED IN A RESEARCH STUDY ABOUT TELEVISION ADVERTISING AT _____ SCHOOL. WE HAVE FINISHED THE STUDY IN THE SCHOOL, AND WE WOULD LIKE TO INTERVIEW THE MOTHERS OF THE STUDENTS WHO WERE IN OUR SURVEY. WE WANT TO FIND OUT YOUR OPINIONS ABOUT TELEVISION ADVERTISING. COULD I ASK YOU A FEW QUESTIONS ABOUT THIS TOPIC, OR ARE YOU TOO BUSY NOW? IT SHOULD TAKE ABOUT TWENTY MINUTES."

Most mothers were able to answer the questions on the first contact. Some interviews were re-scheduled for a more convenient time. Only 4% of the mothers refused to participate; most were aware of the study because they received a notice from the school regarding their child's participation in the survey. The mothers were asked a standardized set of open-ended and close-ended questions, beginning with an item about the amount of time the child spends viewing Saturday morning television. Those who had seen Saturday morning commercials were asked to give their positive and negative opinions about the ads in an attempt to establish rapport and obtain non-directed responses. Then sets of questions were asked about cereal requests, vitamins, toy requests, discussion of commercials with the child, perceived effects of ads on disrpution of attention and development of materialistic attitudes, and opinions about bunching ads, banning ads, and the value of advertised products. Two final items dealt with parental control over child behavior and occupation of the family breadwinner. The wording of most questions is presented in the tables; a specimin protocol appears in Figure 4. Almost all mothers were highly cooperative, and the typical interview was completed in twenty minutes.

Index construction. For many of the variables under study, indices were constructed by adding together conceptually and empirically related items measuring an underlying construct. For some of these variables, indices were separately composed from three different data sources: the core child questionnaire, the expanded older child questionnaire, and the mother interview. The primary analyses are based on the core indices common to all 738 respondents; the more refined indices based on additional measures are considered in a supplementary role, since they apply only to smaller subsamples of children. The composition of all three versions of key indices is outlined below, where they differ; the items which are labeled can be examined in the specified tables.

Saturday Morning Television/Advertising Viewing Index = Bugs Bunny + Houndcats + Scooby Doo + Pink Panther + Josey and the Pussycats + Flintstones Comedy Hour + Sealab 2020 + Archie's TV Funnies + Fat Albert and the Cosby Kids

Mother/Child version = above + Saturday morning viewing time estimate

Liking for Television Commercials Index = liking for Trix ad + liking for Boo Berry ad + liking for Keds ad (Table 3)

Older Child Elaborated version = above + identification of favorite commercial (Table 3)

Knowledge of Advertised Brands and Attributes Index = identify Ronald McDonald + identify what Trix rabbit wants + know Honeycomb slogan + know Hostess Twinkies slogan + know Hershey bar slogan + know Boo Berry sweet + know King Vitamin nurtitious (Table 9)

Older Child Elaborated version = above + know Super Sugar Crisp slogan + know Ovaltine slogan + know attribute difference between Crest and Close-up + number of cereal brands identified (Table 9)

Acceptance of Television Advertising Claims Index = believe Big Wheel fun + believe big wheel fast + believe Keds help play (Table 11)

Older Child Elaborated version = above + believe racing car fast + believe racing car won't break + believe ads tell truth + identify why ads not true (Table 11)

Talking about Television Commercials Index = talk about Boo Bery ad with friends + talk about Boo Berry ad with mother (Table 13)

Older Child Elaborated version = above + talk about Big Wheel ad with friends + talk about Big Wheel ad with mother (Table 13)

Asking for Products After Viewing Index = ask for toys + ask for cereals + ask for Boo Berry + ask for Big Wheel (Table 17)

Older Child Elaborated version = above + ask for product recently (Table 17)

Mother/Child version = above + ask for toys + ask for cereals (Table 18, 19)

Conflict and Anger After Asking Index = argue about toys + argue about cereals + anger about toys + anger about cereals (Table 24)

Mother/Child version = above + argue about toys + argue about cereals (Table 25)

Materialistic Oreientation Index = preference for brand name cereal + believe toys produce happiness + show off products (Table 27)

Older Child Elaborated version = above + believe money important + preference for toy over playground + preference for brand name drive in (Table 27)

Analysis. Two basic types of descriptive statistics are used to represent the relationships between variables in this investigation. Correlation coefficients precisely describe the linear association between the advertising exposure indices and the various indices of knowledge, attitudes and behavior: (a) zero-order correlations are initially calculated to describe the raw bivariate association between predictor and criterion variables; (b) partial correlations are then computed to control for the contaminating influence of antecedent variables (such as grade in school and social status) that might explain the existance of a partly spurious raw relationship; (c) condi-

tional partial correlations are then computed to assess the nature of the relationship under various antecedent or intervening conditions (such as males vs. female and lenient vs. strict parental discipline) that might facilitate or inhibit the effects of advertising exposure; and (d) path coefficients are also employed to analyze interrelationships among sets of variables in several phases of the investigation.

The presentation of data will not be accompanied by tests of statistical significance for each relationship. Due to the large sample size, even small correlations are significant; thus, the significance level has limited meaning. Furthermore, the main objective of the survey analysis is to determine the strength of association rather than the existance of a relationship. For those who desire such information, the following chart provides a general guide to the significance levels for zero-order and partial correlation coefficients for the overall sample, the joint mother and child subsample, and various demographic subgroups. For instance, the overall N=738 requires a correlation of .08 to achieve significance at the 5% level and the 1% critical value is .10.

		p<.05	p<.01
Overall sample	N=738	.08	.10
Preschool-kinder	N=200	.14	.18
First-third grade	N=310	.11	.15
Fourth-fifth grade	N=228	.14	.18
Male	N=377	.10	.13
Female	N=361	.10	.13
Mother-child subsample	N=301	.11	.15

The meaning of correlation coefficients, especially between indices, are often difficult to interpret, even by social science researchers. Scholars may argue over the importance of correlation of +.10, or +.20, or +.35; non-scientists have little basis for understanding such figures. Percentage differences provide a more concrete and readily interpretable representation of relationships, comparing the specific answers of those respondents who are heavily or lightly exposed to certain advertising stimuli. The advertising exposure indices are dichotomized near the median to yeild a gross classification of respondents into the "light" vs. "heavy" exposure groups. The distribution of responses by each group can then be described in percentage form on every individual questionnaire item. This allows the reader to assess the magnitude of difference between the groups in easily understandable statistical figures. Furthermore, the reader can ascertain the absolute proportion of respondents who chose the various response categories on each item.

Since the younger children are more likely to be heavy viewers, the age factor contaminates the cross-tabs between viewing and various dependent variables. To control for this influence, partial cross-tabs are calculated for all relationships. This procedure involves dichotomizing the viewing index at separate points for the three school grade subgroups; respondents are assigned into the "heavy" and "light" exposure categories based on their score relative to others in the grade level rather than the overall sample. Exposure scores range from 9 to 18; the mean for the preschool-kindergarten subgroup is

15.95, while the mean for the first-third graders is 14.86 and for the fourth-fifth graders is 13.83. Thus, the cutting points between the two levels of viewing are 16, 15, and 14, respectively.

The data from the mother subsample present special analysis oppoutunities and problems. For the viewing, asking, and conflict indices listed above, special versions were computed by weighting equally the responses of the mothers and children to parallel questions. In addition, each party's answer to a seat belt buckling item was summed for a more valid index. The mothers reported on the occupational status of the family, and this variable is used as one of the demographic correlates of child responses to advertising in Table 4 (for this column of correlations, the N is 301 rather than the full N of 738). The mother-reported data on interaction with the child (asking, conflict, teaching) are described extensively in Tables 15, 16, 18, 19, 21, 22, 23, and 25. In addition, conditional correlations are available in Table 22 for the mother-child subsample dichotomizing on the commercial teaching variable and on general family leniency with children.

For all analyses of child-reported criterion variables, the exposure variable is the child-reported viewing of Saturday morning programming, since this is common to the total sample. For purposes of comparison, the correlations based on the combined mother-child viewing index are presented in Table 30 for the subsample. For analyses of mother-reported criterion variables, the predictor is the combined mother/child index of viewing, since both exposure measures are available for the subsample.

The added items in the older child questionnaire were included in indices that were analyzed separetely. All of the basic tables in the report are based on core indices composed of items common to the entire sample. The data involving the elaborated indices created for the older children are presented in Table 31.

The findings from the survey questionnaires are described by cross-sectional relationships, which severely limit inferences that advertising exerts a causal influence on children's thinking and behavior. While partial correlations controlling for demographics or other obvious contaminating variables can help to establish functionality in these relationships, the issue of causal direction is more doubtful. In each of the areas studied, it is plausable that pre-existing knowledge, attitudes or practices may lead the child to selectively attend commercials consistent with these prior orientations; for instance, children concerned about acne may seek out acne cream commercials. Thus, conclusions regarding advertising effects on the criterion variables must be tempered by the recognition that the reverse flow of causality may account for considerable variance in an obtained relationship. Nevertheless, such functional explanation for associations does not necessarily mean that the advertising does not play a role in socializing viewers; it can be argued that the children are using advertising messages to learn about matters of relevance to them, which is basic to the socialization process.

RESULTS

Children are frequent viewers of the Saturday morning television programming that carries the bulk of child-oriented advertising. For the nine representative programs listed on the questionnaire, an average of 65% report watching each show "a lot." Viewing of Saturday morning television is greatest for the children in kindergarten and first grade; exposure increases rapidly from age 4 to age 6, then declines steadily through elementary school. The correlation between age and the exposure index is -.39. An average program is reportedly viewed by 77% of the Preschool-Kindergarten segment, 65% of the First-Third grade group, and 54% of the Fourth-Fifth graders. In addition, boys are slightly more likely than girls to say that they watch (-.11), blacks view more often than whites (+.15), and children who are more successful in school watch marginally more than poor preformers (+.05). Based on the subsample featuring mother-reported data, there is a -.05 correlation between the exposure index and parental occupational status.

The mothers were asked, "On an average Saturday morning, about how many hours would you say your son/daughter spends watching television?" Overall, the median time is 2 hours and 6 minutes; the Preschool-Kindergarten children see 2:04, the First-Third graders view 2:22 and the Fourth-Fifth grade group watches 2:00. This mother-reported item correlates +.20 with the index based on child reports.

From these program viewing data, it can be inferred that most children have an ample opportunity to attend and learn from commercials that are shown throughout this time period. The next section describes exposure to commercials; that is followed by descriptions of affective orientations toward ads, knowledge of advertising material, acceptance of advertising claims, talking about commercials, asking for advertised products and consequent conflict and unhappiness over denial, development of materialistic orientations, and social and nutritional learning.

EXPOSURE TO TELEVISION COMMERCIALS

Almost all children in the sample are exposed to advertisements on Saturday morning television. Of the four ads pictured in the questionnaire (Figure 2), an average of 95% of the respondents has seen the particular commercial. In addition, 96% report seeing any seat belt public service announcements. Table 1 shows a slight tendency for older children to be more exposed than younger children; on the average, 92% of the preschool-kindergarten subgroup has seen these messages, compared to 97% of the first-third graders and 96% of the fourth-fifth graders.

Another question probed the extent of attention of TV ads. Overall, 55% say that they view "most" of the commercials that they encounter, while 24% indicate attending "some" of them and 21% report viewing "just a few." In Table 1, there is a mild tendency for younger children to describe themselves as paying light attention.

The mothers also provided estimates of their children's attention level. Almost half of the mothers say that they have personally seen Saturday morning commercials. They were asked, "when the Saturday morning commercials come on, how much attention does you child seem to give to the ads.....would you say close attention, some attention, or little attention." Overall, 48% say "close", 40% "some" and 12% "little." However, opposite age pattern occurs as the rate of close attention declines from 59% to 54% to 29% across mothers of children in the three age groups. Furthermore, there is a null correlation of only +.04 between the estimates of the mothers and children in this subsample.

Children who are heavy viewers of Saturday morning entertainment programming score slightly higher on all of the advertising exposure measures (Table 2). There is an average 4% difference between the light and heavy viewers on the specific advertising exposure items, and a mild difference is found on the attention question.

Discussion. Obviously children are extensively exposed to Saturday morning commercials. Even among preschoolers, the vast majority have seen typical ads displayed in the questionnaire. While the heavy program viewers are more likely to see commercials, more than nine-tenths of the light Saturday morning viewers report seeing the average ad. Thus, few children can really escape the pervasive reach of television advertising.

Of course, children vary in the extent to which they devote attention when an advertisement appears on the screen. Parallel questions directed to both the child and the mother sought to tap this variable, but the validity of the measures is doubtful. The lack of correspondence between the reports by mothers and their offspring on this item indicates that one source or the other (or both) is not accurately describing attention behavior. Thus, the attention measure will not be used as an important predictor variable in subsequent analyses. Nevertheless, this item is of some value as a crude indicator of the absolute degree that children attend to TV ads; there is a similarity the mother and child estimates indicating that about half of the youngsters pay close attention to commercials.

AFFECTIVE ORIENTATIONS TOWARD COMMERCIALS

Several items on both the child and mother instruments dealt with attitudes and opinions about television advertising. Those who indicated that they had seen the specific ads described above were asked if they like to watch the commercials. Table 3 displays the findings: generally favorable reactions are given, with the younger children the most positive. In addition, two-thirds of the older subgroup could name a "favorite" commercial in response to an open-end question.

On the issue of banning all Saturday morning commercials, slightly more than half of the children are opposed to the proposal (Table 3). Support for the idea is highest among the younger children, with middle and older age groups much less likely to endorse an outright prohibition of advertising. However, a

majority of children are bothered by commercial interruptions; the older children are most irritated, while two-fifths of the preschool-kindergarten group say they are never bothered. These two anti-commercial attitudes have only slight negative relationships with the three liking items.

Demographic predictors. A three-item Liking index represents the degree of enjoyment for the specific commercials pictured in the questionnaire. Table 4 presents the correlations for each of five predictor variables with this index. The grade-level cross-tabs described above are reflected in the -.35 association between age and Liking. Blacks are slightly more likely than whites to like ads. There are no differences according to the child's sex, academic performance, or social status background.

Viewing and liking. Highly exposed children are consistently more likely to enjoy watching television commercials. In Table 5, an average of 87% of heavy Saturday morning viewers report liking the three ads, compared to 70% of the lightly exposed children. This magnitude difference is also found for the ad tested only with older students, and is repeated for favorite commercial nominations. On the other hand, the heavily exposed children more often report being bothered by commercial interruptions and are slightly more in favor of banning TV advertising.

The Liking index correlates +.39 with the index of viewing Saturday morning television, as Table 6 indicates. When demographic factors are controlled, this association declines to +.30

Mother attitudes. A series of evaluative questions were posed to mothers of the school children, as worded in Table 7. The majority indicate opposition to the idea of banning Saturday morning television advertising, although one-fourth clearly favor the idea. Mothers don't feel that advertised products are a particularly good value or bad value compared to unadvertised brands; half say that the products promoted on TV are "about the same" as other products. They do give fairly high estimates of the advertising cost component of these products, however. The typical mother calculates that half of the cost of a box of cereal goes to pay for TV advertising; only 9% feel that less than 10¢ per half-dollar cereal product is channeled into televised promotion. On each of these items, mothers of different aged children do not systematically differ in the views.

The next few items asked the mother to relate advertising to her own child. The mothers generally don't think that advertising interruptions disrupt their child's attention during television viewing; the mothers of younger children most often feel that this is a problem. There is a correlation of only +.11 between maternal perception of disruption and the children's own reports of being bothered by interruptions.

Mothers split about half-and-half on the issue of bunching advertising messages vs. maintaining the present structure of showing ads throughout the programs. Mothers of older children are most favorable to bunching. Those who favor clustering indicate that their child's attention would less often be disrupted and that they could more easily avoid commercials. Almost none are

concerned about their child's inability to distinguish commercials from programs. The major factor behind a preference for the current pattern of presentation is the belief that ads provide frequent rest breaks during viewing.

Surprisingly, just half of the mothers report that they have seen any Saturday morning commercials. When asked to specify particularly good or bad commercials, they are more likely to cite positive examples. Public service announcements are identified by the largest number of mothers as good messages; less than a dozen mothers single out any specific type of ad as being bad for their child. Less than one-fourth of all mothers at each age level suggest positive or negative examples of advertising.

Discussion. When referring to specific television commercials, children are generally positive in their evaluation. Nevertheless, they are mixed in their views of the general practice of Saturday morning advertising and a majority report being bothered by the commercial interruptions of their program viewing. There is a basic tendency for younger children to be more favorable than older children toward advertising. Otherwise, children with different characteristics tend to respond to commercials in a similar manner.

There is a clear positive relationship between amount of television viewing and liking for commercials. Since this association remains moderately strong when age is controlled and liking of ads probably doesn't produce viewing, it appears that frequency of exposure to ads causes greater liking for the messages. To some extent, those who see more advertising tend to develop positive affect toward commercials. In contrast heavy viewers are relatively more irritated by the advertising disruptions; although they enjoy the commercials, they don't like the interruption of programs.

Mothers are also more favorable than hostile toward children's advertising. Only one in four want to ban commercials from Saturday morning television, and most don't feel that advertised products are inferior. Most overestimate cost they must bear in buying advertised products. On these general opinion variables, there is no trend between mothers of different aged children; this is probably due to the tendency for multiple-child mothers to develop views based on offspring either older or younger than the target child.

Most mothers feel that their child is not disturbed by advertising breaks, although some with younger children report this problem. Apparently the mothers do not realize the extent to which their children are bothered; while almost four-fifths of the child respondents say they are bothered, just one-fourth of their mothers perceive this. The lack of close relationship between responses of mother-child pairs on this item further suggests the inaccuracy of mothers' perceptions.

There is a definite division of opinion on the advisability of clustering Saturday morning ads. While one-quarter of the mothers have no preference, more than one-third want to keep the present system of showing commercials throughout the programs rather than bunching at the beginning or end. Support for clustering comes primarily from those mothers who feel that their children's attention is disrupted by frequent interruptions.

Mothers have few complaints about specific commercials on Saturday morning. First, only half say that they had viewed these ads; this seems remarkable given the pervasiveness of children's exposure to Saturday television. Apparently many mothers simply ignore the messages coming into the living room during this time period. Second, very few could identify even one example of a bad commercial. Just one-fifth of those who had seen ads describe a bad one, and this represents only one-tenth of the overall sample of mothers. There is little communality among nominations of ads that are bad for children to view; no product category draws particularly uniform criticism. A larger proportion of mothers are able to describe a good commercial than a bad one, although many of these cases involve public service announcements rather than product ads. Discounting these PSA mentions, just one-tenth of the mothers cite a good commercial. Thus, most mothers are not strongly opinionated about TV commercials.

KNOWLEDGE OF BRANDS AND ATTRIBUTES

Children's cognitive response to television advertising was assessed with a series of items measuring awareness of advertised brands, characterzations, and product attributes. Since children vary greatly in their capacity to process this type of information, the variables of age and ability are of key importance.

Table 9 shows that correct responses to knowledge questions increase sharply as children grow older, with the biggest gains occuring early in elementary school. On the items common to all respondents (identifying Ronald McDonald, knowing what the Trix rabbit wants, and understanding the key characteristic of King Vitamin and of Boo Berry cereals), the average percentage responding correctly rises from 39% to 53% to 63% across the three age groupings.

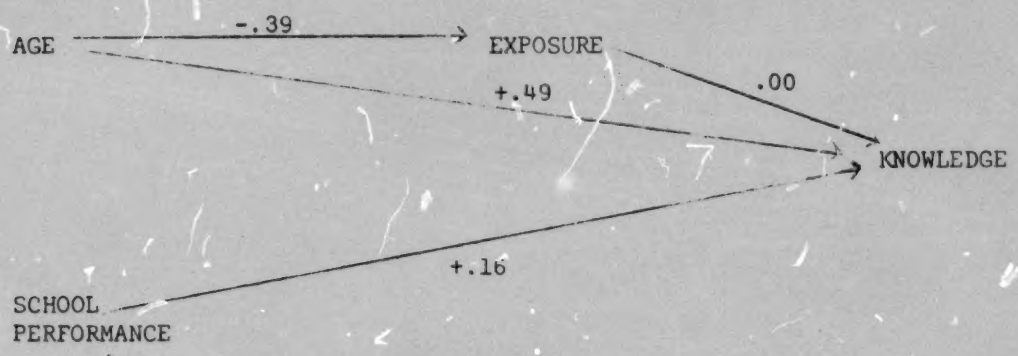
Demographic predictors. In Table 4, the demographic correlates of knowledge are presented. Age is the strongest predictor, with a partial correlation of +.48. Ability, as indexed by self-reported performance in school, correlates +.18 when other variables are controlled. Sex, race, and social status yield weak relationships.

The absolute level of knowledge is very high, especially among children in late elementary school. The fourth and fifth graders were presented with five advertising slogans where they had to write in the missing brand name. On the average, 65% gave perfect answers to these open-ended items. In addition, 60% of this age group could write a valid characteristic distinguishing two toothpaste brands and 53% could list ten or more cereal brands from memory.

Viewing and knowledge. Greater exposure to Saturday morning programming and advertising does not produce increases in knowledge(Table 10). Averaging the fully correct answers on all items, 63% of the light viewers vs. 60% of the heavy viewers are able to give the right response. Since the more knowledgeable older childer children view less, the zero-order correlation in Table 6 is -.18; when contaminating factors are partialled out, this increases to

a null +.01 relationship. The conditional correlations provide no sharp differences, although there is a slight tendency for older and female children to learn more as exposure increases (Table 7).

Multivariate relationships. Path analytic techniques describe the interrelationshi s among the key variabl s predicting knowledge. The hypothesized direct contribution of the exogeneous age and school performance variables is represented in the model below; since exposure is crucial to the analysis, the model also includes this factor. Path coefficient estimates are displayed for each linkage. These standardized beta weights indicate that age is the major explanatory variable, with school performance of secondary importance. These three variables account for 26% of the variance in the criterion variable.



Discussion. This set of findings demonstrates that the amount of exposure to television advertising is not related to knowledge of the brand names, substantive qualities, or promotional characters featured in Saturday morning commercials. The cognitive sophistication of the viewer is the critical factor determining knowledge acquisition, as reflected by the positive correlations with age and school performance. In particular, knowledge increases dramatically as the child ages; there seems to be a point in early elementary school when learning jumps upward.

Since most of the knowledge items tested material primarily available only from television advertising, it is obvious that exposure is the basic source of information. Unlike the case with other dependent variables, sheer amount of viewing does not facilitate impact. Apparently even limited encounter with commercials is sufficient for acquiring slogans and assimilating product attributes. Regardless of the exposure level, children with more advanced information processing capabilities are able to display greater knowledge.

It should be recognized that children possess a remarkable familiarity with advertising material transmitted on television. For instance, more than three-fourths of the 4-to-12 years olds can recall part or all of Ronald McDonald's name when presented with his picture; almost two-thirds of the older

children can remember the brand name missing from typical advertising slogans. Clearly, the commercial content repeatedly promoted on Saturday morning television is acquired at a cognitive level by a substantial majority of the child audience. However, high frequencies of repetition do not seem to contribute to greater learning, as heavy viewers display no more knowledge than lighter viewers; information acquisition occurs without extensive trials, with the more capable children absorbing content most readily.

ACCEPTANCE OF ADVERTISING CLAIMS

Children were asked to indicate the extent to which they believe the basic claims presented in several specific and hypothetical commercial messages. Essentially, the respondents reported whether they agreed that particular aspects of product performance would actually occur as protrayed in the advertisement.

Three common items referred to pictoral storyboards from a pair of familiar Saturday morning commercials. Younger children display a general faith in the advertising claims in the toy and athletic shoe commercials, while older children seldom express acceptance of the commercial promises (Table 11). Averaging across the three questions, 77% of the preschoolers and kindergarteners show outright acceptance; this rate falls to 44% among first-third graders and 17% for fourth-fifth graders. The lack of acceptance among older children is also evident for two hypothetical claims dealing with a toy racing car commercial, and for a generalized item asking whether commercials are always truthful (Table 11). Only older children received these latter queries.

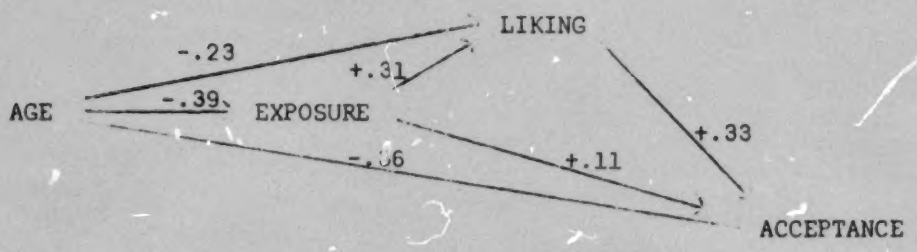
Demographic predictors. In Table 4, age appears as the predominant correlate of claim acceptance, with a partial correlation of -.51. Black children are slightly more trusting than whites, and weak associations also occur for social status and ability; sex makes no difference.

Viewing and acceptance. Children highly exposed to television are far more likely to believe the claims presented in commercials. Table 12 shows that on the three items common to the overall sample, an average of 36% of the light viewers compared to 56% of the heavy viewers agree that claims are true. On items unique to the older subsample, a difference of 3% vs. 11% exists between light and heavy viewers on total acceptance.

It should be observed that many children express partial acceptance of claims by indicating "maybe" in response to the items. On the common items, more than one-third of the light viewers give this intermediate answer, with slightly less than one-fourth of the heavy viewers choosing this alternative. This response is increasingly used as children grow older.

The correlational data in Table 6 show a strong +.38 raw association between viewing and acceptance. When contaminating demographics are partialled, the correlation declines to a more modest +.22. The conditional correlations are stronger for younger children than for the two older groups; the relationship is marginally greater for boys than girls (Table 7).

Multivariate relationships. It is hypothesized that age is the primary exogenous variable affecting belief in advertising, both through direct and indirect paths of influence. Furthermore, the impact of exposure is expected to work largely through the intervening variable of liking for commercials; the more children see ads, the more they develop positive affect toward the messages which in turn produces greater acceptance of the messages. The basic model is presented in the figure below, along with the obtained beta weights.



The standardized path coefficients indicate that the direct role of exposure is limited; much of the influence of this variable is mediated by liking. Liking and age have the strongest direct impact on acceptance (although the liking-acceptance relationship may be reciprocal to some degree). Some of the influence of age works indirectly via liking and exposure. This set of predictors account for 38% of the variance in acceptance.

Discussion. The evidence suggests that children's responses to TV commercials become increasingly skeptical as they mature through elementary school. Younger children typically accept the claims that are presented in ads, while older ones tend to be disbelievers. Across the total 4-to-12 age range, more youngsters express clear agreement than disagreement with the validity of advertising claims, with many others uncertain on the veracity issue.

Exposure to television advertising appears to be an important contributor to feelings of trust in commercials. There is a substantial positive relationship between viewing and acceptance of claims, with much of the influence operating indirectly as exposure produces favorable affect toward commercials and this evaluation carries over to belief. Thus, younger children who heavily view television are most accepting of message claims while those who are older develop skeptical responses and those with less exposure seem not to be so suscetible to the influence of repeated message claims.

TALKING ABOUT TELEVISION COMMERCIALS

A modest attempt was made to assess the amount of interpersonal discussion of commercials. There was a pair of questions asked all children, two supple-

mentary items only for the older subgroup, and a tandem question in the mother interview schedule.

Table 13 presents data showing that less than half of the children talk about the particular commercials selected for study. Communication with peers and mother about a Boo Berry ad decreases monotonically with grade in school. For younger and middle-aged children, there is more talking with mother than friends; no such difference occurs for the older children. Added questionning of older students about a Big Wheel commercial provides close replication, as about one-fourth of this group talk about each ad.

Mothers were asked whether they ever talked with their child about advertising content in an instructional mode. Slightly less than half of the mothers say that they teach offspring how to evaluate TV commercials (Table 15). According to responses on the follow-up query, about one-fifth of all mothers explain that television advertising may be exaggerated, false, or untrustworthy in general. Smaller proportions criticize specific commercials or explain that advertisers are trying to sell products. Basic teaching strategies do not vary greatly by age level, although mothers of fourth-fifth graders are more likely to discuss the general topic.

Demographic predictors. The only notable correlate of child-reported talking is age, which has a -.26 partial correlation (Table 4). Blacks talk slightly more than whites, but the sex, ability, and status factors make no difference. In Table 16, the predictors of mother-reported teaching about commercials are presented. Mothers of older children and higher status mothers tend to discuss commercials; sex and school performance are not related to this variable.

Viewing and talking. Those heavily exposed to Saturday morning television are about twice as likely to talk about advertising, as indicated in Table 14. For the two common items, the average percentage for light viewers is 25% and the average for heavy viewers is 52%; the two items measured in the older subgroup yield a slightly smaller difference of 18% vs. 32%. Viewing correlates +.38 with talking, and the partial correlation remains at +.30 (Table 6). The conditional partial correlation decreases in strength from the younger (+.41) to older (+.19) grade groupings, while the relationship basically replicates for males and females (Table 7). Mothers of heavily exposed children are less likely to report discussing commercial content with them, as reflected by a partial correlation of -.08.

Discussion. Although the measurement of children's talking about commercials is quite limited, the data provide solid indications that exposure to Saturday television is related to the amount of discussion of advertising. The findings also suggest that younger children do the most talking, primarily with their mothers.

The type of discussion measured with the mother sample is qualitatively different, and to some extent the pattern of findings is dissimilar to the child-reported data. The mothers were asked if they tried to teach their children about evaluating commercials. Almost half of the mothers say they

do this, generally by encouraging a skeptical stance toward the veracity of advertising messages. This teaching occurs more for older children, along with those most exposed to television content.

There is some convergence in the findings which indicates that no more than half of the mother-child dyads directly discuss ads presented on television. Given the wide ranging implications of TV advertising for the relationship between mothers and children (such as product selection interactions), it is somewhat surprising that so little discussion of the actual messages occurs. Perhaps many families feel that children should be left to cope with advertising inputs alone, or that advertising is not an important topic for communication. Much more sophisticated research will be needed before this subject is more fully understood.

ASKING FOR ADVERTISED PRODUCTS

The product classes most frequently promoted on television are cereals and toys. Since young viewers can seldom make independent purchases of these products, they must ask the parental gatekeeper. Children's requests for advertised cereals and toys were assessed in both the child and mother surveys. The full child sample answered a pair of generalized self-report questions about advertising-stimulated toy and cereal requests, and described specific instances of asking behavior. Subsample mothers were asked a more detailed series of questions dealing with the circumstances of their child's product requests.

The self-report measures tapped frequency of student request behavior: "after you see commercials for breakfast cereals on TV, how much do you ask your mother to buy the cereal for you?" Overall, 30% say this happens "a lot," 46% indicate "sometimes" and 24% report "never." For the parallel toy asking item, the distribution of self-reported effects is 26% "a lot," 56% "sometimes," and 18% "never." In addition, the older subgroup of children was told to recall any specific examples of asking for advertised products in the days preceding the survey; more than one-third said that advertising had created a desire, and one-fifth had actually asked their mother to purchase the item.

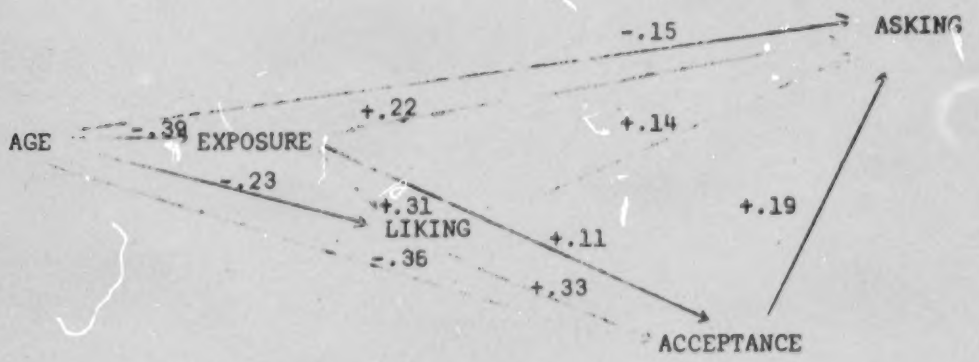
Demographic predictors. The younger children are far more likely than older children to report requesting both cereals and toys after seeing these products on TV. Table 17 shows that more than half of the Preschool-Kindergarten group frequently ask for toys, compared to one-fifth of the First-Third graders and one-tenth of the Fourth-Fifth graders. The difference is substantial but less dramatic for cereal requests, with the percentage of frequent asking declining from 44% to 32% to 17% across the three grade groups. Similar patterns occur for the two specific toy and cereal request items, as the younger subgroup asks more than twice as often as the older children.

The index combining toy and cereal requests in Table 4 is correlated -.37 with age, reflecting the percentage differences. There is a slight tendency for males and whites to report asking for these products.

Viewing and asking. The rate of self-reported advertising influence on asking is much higher for children most extensively exposed to Saturday television. Among heavy viewers, 40% often ask for toys and 41% often ask for cereals after viewing; the proportions for light viewers are 16% and 24%, respectively (Table 20). Similar differences are found for specific instances of requesting such products.

In Table 6, the asking index is associated +.41 with the viewing index; the partial correlation drops to +.29 when age and other factors are controlled. There is no difference in the strength of relationship for toys vs. cereal requesting. The conditional correlations do not differ according to grade level or sex subgroups (Table 7).

Multivariate relationships. Path analytic techniques are used to describe the interrelationships among the key variables that predict the overall index of asking behavior. The critical exogeneous variable in the hypothesized model is age. Exposure to programming and advertising is expected to have a substantial direct effect on asking, and indirect influences via liking for commercials and belief of advertising claims are also predicted. The diagram below presents the paths and the obtained beta weights.



These standardized path coefficients indicate that exposure has a clear direct impact on asking for cereals and toys. In addition, important direct links are traced from both acceptance of advertising claims and liking for ads. Exposure is related to both intervening variables, and there is evidence that indirect effects of exposure upon asking are mediated through these two factors. Age is negatively related to all endogenous variables in the model; the impact on asking is substantially mediated by exposure, liking and acceptance, leaving only a modest direct effect. All of the variables account for 28% of the variance in asking.

Mother-reported cereal requests. More than two-thirds of the mothers report that their child asks for cereals advertised on television (Table 18). Younger children request cereal most often, followed by First-Third graders and Fourth-Fifth graders. Requests for cereals seen on TV occur about twice as often in the Preschool-Kindergarten group as the Fourth-Fifth grade level.

For those mothers reporting that their child requests cereal, a series of follow-up questions was posed. Most mothers say that requests happen in the supermarket, although half of the younger and middle level students ask right after seeing commercials in the home. The reasons for wanting a cereal seldom involve inherent qualities of taste or nutrition; premiums are the most frequently expressed reason. Altogether, 83% of the mothers of askers say that premiums are a factor in their child's request rationale; this rate varies little by grade level. On the other hand, nutritional reasons are mentioned by only one-fifth of the children in making requests, with older children slightly more likely to cite nutrition.

The demographic predictors of mother-reported asking for cereals appear in Table 16. Age correlates -.25 with the general asking measure, but none of the follow-up items are substantially related. Boys rather than girls tend to ask in the food store and to cite premiums as a reason. Lower status children are more likely to ask for cereals, and to ask immediately after viewing.

To further determine the impact of advertising on cereal asking, the mother-reported behaviors were related to an exposure index based on both mother and child reports of television viewing in Table 21. This viewing index correlates +.28 with advertising-stimulated cereal requests; the fourth-order partial correlation is +.22. Among askers, viewing is positively associated with asking after viewing but negatively related to in-store requests. There is tendency for heavier viewers to cite premiums and nutrition as reasons for wanting cereal.

Conditional correlations were also computed on these variables. Mothers were divided on two control variables: teaching about television advertising, and general strictness in child discipline. Table 22 shows that where mothers teach their child how to deal with advertising messages, there is a less strong effect of exposure on cereal requests, compared to an absence of such teaching. Offspring of strict mothers are less likely to be stimulated to ask for cereals than those treated leniently. In addition, there is a null association between viewing and premium-based cereal requests for children of strict mothers, while lenient mothers have children who are mildly influenced by exposure.

Mother-reported toy requests. Four-fifths of the mothers indicate that their children request toys that they see on television (Table 19). Asking for toys decreases moderately as children become older, with the rate of asking "a lot" less than half as large among the Fourth-Fifth grade group as the Preschool-Kindergarteners. Most of the mothers receiving such requests report that the pleas come immediately after the child is exposed to commercials; in addition, more than half recall requests in the store.

The demographic predictors of mother-reported asking for toys appear in Table 16. Age correlates -.25 with amount of requests, but is not substantially related to store or home locale of asking. There is a tendency for lower status and less scholastically able students to more often ask for toys after viewing television advertising.

The correlations with the mother-child index of television viewing are presented in Table 21. Children who are heavier viewers of Saturday television have a mild tendency to ask for televised toys; this effect occurs only immediately after viewing, and does not carry over to the in-store situation. Much of the apparent impact of television is spuriously due to age, and the partial correlation between amount of exposure and amount of requests falls to +.10 from a raw association of +.17.

The conditional correlations in Table 22 show that television-stimulated toy asking is not differentially related to exposure. Regardless of the mother's teaching about advertising or her strictness of discipline, the strength of association remains the same.

Discussion. Both the student and mother samples were told to report how often television advertising produced child requests for toys and cereals, the most frequently advertised products on television. According to the children's self-reports of advertising effects, a large majority are stimulated to ask for these products. Asking mothers to buy advertised toys and cereals decreases dramatically as children grow older; averaging the two types of requests, almost half of the younger children say they frequently ask, compared to one-fourth of the middle group and one-seventh of the older group. The data from the mothers is congruent with the child reports, both in terms of absolute proportions and the age trend. Both sources indicate that youngsters more often pose toy requests than cereal requests as a result of advertising. The mothers say that cereal requests typically occur in the food store, while toy requests tend to happen immediately after an advertisement is viewed. Much cereal asking appears to be motivated by premium considerations, while the substantive nutrition factor is seldom cited.

Child characteristics such as sex, scholastic performance, race, and social status are not consistently related to reports of advertising effects on asking.

While these introspective and observational measures provide strong evidence that TV commercials cause children to request cereal and toy products, the case is strengthened when amount of viewing is examined. There is a moderately strong positive relationship between exposure to Saturday morning advertising and self-reported asking for advertised products; heavy viewers are approximately twice as likely as light viewers to ask for toys and cereals. The findings for mother-observed behavior are more modest in strength, but generally reinforce the child-reported data.

The impact of advertising on product requests is fairly uniform across the grade levels and between sexes; however, there are indications that a restricted impact on cereal asking occurs in families where the mother teaches the child about commercials or maintains strict discipline.

While the causal modeling analyses must be treated cautiously, there are suggestive data concerning the flow of advertising influence. Exposure ap-

pears to have a moderate direct effect on asking, supplemented by indirect impact via liking for commercials and acceptance of the advertising message. These two response variables also seem to produce mild independent effects on the child's request behavior.

In sum, there is a clear pattern of evidence showing that Saturday morning television advertising has an important influence on children's asking for cereal and toy products. Self report and correlational findings obtained from both mothers and children converge in demonstrating the effectiveness of the ubiquitous commercials for these classes of child-oriented products.

CONFLICT AND ANGER AFTER DENIAL OF ADVERTISING-STIMULATED REQUESTS

Since parents can't accomodate all of their children's requests for products that are seen on television, there is a clear potential for negative consequences resulting from denial. In particular, this section examines the extent of mother-child conflict over purchase requests and the types of responses made by the child when requests are denied. The role of advertising in producing these consequences may be twofold, as television commercials (a) produce more frequent asking for products, and (b) create stronger desires for the products, resulting in more strident and persistent arguments and greater unhappiness when demands are not satisfied.

Measures were taken from both the child sample and the mother subsample. Mothers and children who reported cereal or toy requests were asked to provide reports on the amount of arguing over denials; children also rated their level of anger when denied, while mothers described their child's pattern of response to denial.

Findings in the previous section show that most children report asking for cereals and toys viewed in television commercials. Among these askers, the follow-up conflict item presented in Table 24 indicates that a substantial minority of the children react to denials in an argumentative fashion. One-sixth of the sample say they argue with their mother over toys "a lot" and another one-third argue "sometimes." For cereals, one-eighth get into "a lot" of arguments and one-third argue "sometimes."

Averaging across toys and cereals, there is a tendency for arguments to increase as children become older; while the proportion of frequent argumentation declines slightly with age, the incidence of any arguing increases from 41% among Preschool-Kindergarteners to 44% among First-Third graders to 58% among Fourth-Fifth graders (Table 24).

When asked how much they get mad at their mother, somewhat higher percentages report this type of consequence (Table 24). Approximately one-fifth of the children frequently become angry about toy or cereal purchases; occasional anger occurs over buying cereals in one-third of the cases and over toy purchases among two-fifths of the sample.

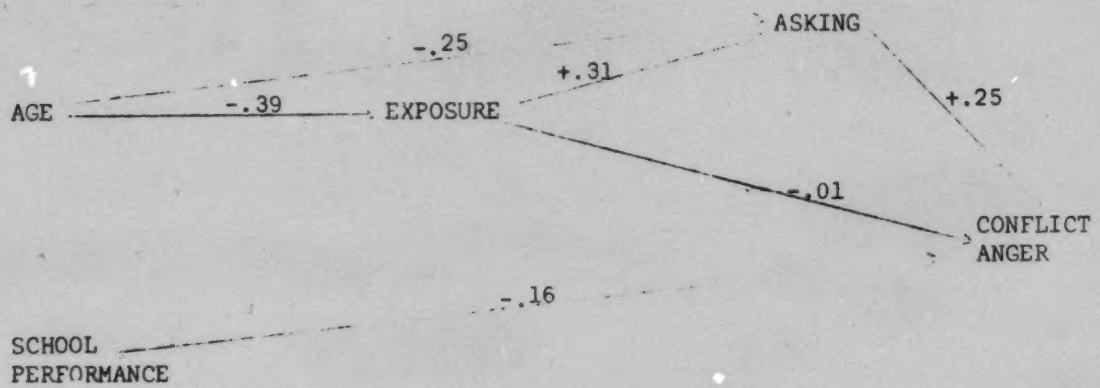
On the average, 47% of the younger children get mad about toy and cereal refusals, compared to 42% of the middle grade group and 66% of the older segment of the sample. The higher rate in the older group is primarily due to the large number who "sometimes" become angry over toy denials.

Predictor variables. In Table 4, it can be seen that there are no close demographic correlates of the combined conflict-anger index. There is a mild tendency for those with less academic ability to express these negative consequences, but age is only correlated +.04 and status is unrelated.

Viewing and conflict-anger. The overall index of conflict and anger has a zero-order correlation of +.08 with Saturday television exposure (Table 6). Demographic controls lead to a minor increase in the association to a partial correlation of +.10. The breakdown of the index into subindices for cereals and toys yields similar findings. Table 26 presents the cross-tabulations for the four items. There is a definite difference between the lightly and heavily exposed children in the "a lot" category for each conflict and anger measure; on the average, twice as many heavy viewers report that these negative consequences occur frequently. The tendency is reversed for middle "sometimes" category, however, and this depresses the strength of association.

Conditional correlational data in Table 7 indicate a moderately strong relationship for older children, with a modest correlation among the middle grade group and a null association for the younger segment. There is a somewhat greater correlation for boys than for girls.

Multivariate relationships. Path analytic techniques can provide indications of the nature of the flow of influence from exposure to conflict-anger. It is hypothesized in the diagram below that advertising exposure stimulates asking, which produces higher levels of conflict and anger. This indirect effect is expected to be supplemented by a direct linkage to conflict-anger whereby viewing leads to more negative responses regardless of the magnitude of request behavior. Since age is closely related to exposure and to asking, it is included in the model as an exogeneous variable; school performance is added as a direct predictor of conflict-anger. The obtained beta weights are presented in the diagram.



The analysis shows that exposure has no direct effect on conflict-anger, but does work indirectly through its impact on the frequency of asking for products. There is a substantial link from viewing to asking, and from asking to the negative consequences resulting from denial. A mild effect can also be traced from school performance to conflict-anger.

Mother-reported consequences. In the interviews, most mothers report that they at least occasionally refuse the cereal requests of their children. Two-thirds of the mothers of younger children deny requests, compared to four-fifths for the middle and older groups.

It is assumed that not all toy requests are granted. When refusing toy bids, economic factors are typically cited, along with the child's lack of need for the particular toy. Younger children are sometimes told to wait until Christmas or their birthday, or until they grow older.

The mothers were asked to describe how their children react when requests are refused. Open-end responses summarized in Table 25 show that almost half of the children are not generally bothered by cereal denials, and a small group even expressess understanding. Similar proportions react passively to toy refusals. On the other hand, disappointment is detected by 21% of the mothers after cereal requests are denied and by 29% after denial of toy requests. Overt anger is reported infrequently; the proportion is 5% for cereal denials and 10% for toy denials.

On the specific consequence of arguing, one-third of the mothers say this happens after cereal requests and one-half report arguments after toy requests. However, these conflict situations are not frequent in most cases; only a small proportion of mothers say that arguments occur "a lot."

Table 26 presents partial correlations between these mother-reported behaviors and various child attributes. Mothers of older children are somewhat more likely to deny cereal requests. Conflict over cereal and toy requests has a slight negative relationship with age and with social status. Unhappy responses by the child (disappointment and anger) have a slight negative relationship with age and a slight positive association with school performance; there is also a minor tendency for boys rather than girls to react unhappily.

In Table 21, the correlates of the mother/child television exposure index are displayed. Conflict between mothers and children over cereal requests is related +.14 with exposure, and the partial correlation is +.09. The conflict correlation is a stronger +.21 for toy requests, with an equally high partial correlation.

Mother descriptions of unhappy child reactions show positive relationships with viewing for both toy and cereal refusals. When their requests are truned down, heavier viewers are more likely than lighter viewers to be disappointed and angry; the partial correlations are +.11 for cereals and +.18 for toys (Table 21).

Contingent analyses in Table 22 indicate that child unhappyness is more strongly correlated with exposure in those families where the mother teaches about advertising techniques and practices. The conditional teaching correlations for conflict show contrasting patterns according to the type of product. Similarly, the strictness of discipline interacts opposite patterns for toy and cereal rejections.

Since critics have suggested that advertising-stimulated desires for cereal premiums produce troublesome outcomes in the cereal selection context, this topic is analyzed in more detail. Table 23 describes the relationship between the child's typical reason for requesting cereal and several of the consequence variables. Those children who usually ask because of premium-related reasons are slightly more likely to be turned down than are children who base their requests on other reasons. They are somewhat more likely to react unhappyily, as almost one-third display anger, disappointment or pouting; this occurs for one-fifth of the children citing other reasons for wanting the cereal. Furthermore, premium-oriented children more often argue over cereal denials by 42% to 25% margin over other children. However, there is no difference between the two groups in experiencing disappointment with cereals that are bought for them.

Discussion. The overall pattern of findings shows that many children exhibit negative reactions when their toy and cereal requests are not satisfied, and that some of this response can be traced to television advertising. The results are complicated and ambiguous, however.

Almost half of the students report that they argue with their mothers over denials of toy and cereal requests. The data from the mother subsample is consistent with these conflict figures. More than half of the youngsters say that they become angry toward their mothers when receiving denials. Mothers perceive much of this anger, but only one-fourth of the mothers who refuse cereal requests feel that this upsets their children.

In general, late elementary school students more often report that they argue and get angry, but these responses occur only occasionally for the older children. Data from the mothers do not support this age trend, however.

The linear relationship between television exposure and an index combining these two negative responses is only modestly positive, although there is a stronger association for older children. It seems that exposure to television commercials is only a minor overall contributor to such responses. Nevertheless, the cross tabulations show that those students reporting frequent conflict and anger tend to be heavy Saturday morning viewers; on the average, twice as many heavy as light viewers report that these outcomes occur "a lot." The evidence suggests that a minority of the sample is intensely influenced by ads, while most remain unaffected.

The correlations between TV exposure and conflict-anger based on the data from the subsample of mothers are slightly more positive, especially for consequences of toy requests. These supplementary findings lend more

support to the inference that some influence can be attributed to advertising exposure.

The paths of influence are tentatively explored in the multivariate analysis of the child sample. The findings indicate that exposure has an impact on conflict-anger only through the mediating variable of higher frequency of product asking. As viewing rises, requests for cereal and toys also increase and this leads to higher levels of conflict-anger, according to the path analysis. Aside from this indirect path, exposure does not seem to independently produce heightened negative consequences.

Finally, the role of premium advertising in producing conflict and anger appears to be significant. Children who base their cereal requests on premiums rather than other reasons tend to become involved in more frequent conflict and display greater anger and disappointment, according to the reports of mothers.

ADVERTISING AND MATERIALISTIC ORIENTATIONS

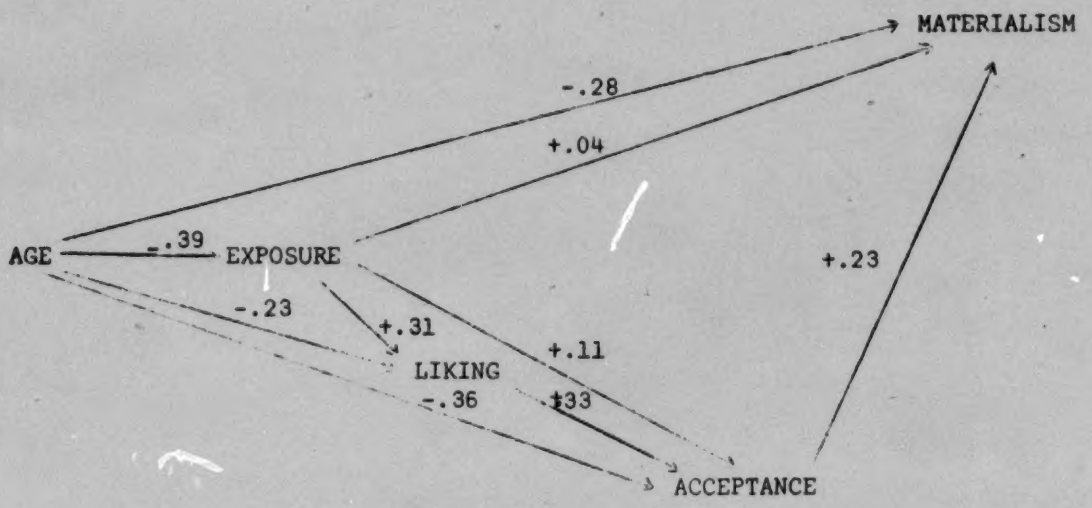
The issue of whether television commercials contribute to materialism is examined with evidence from both the child and mother samples. All children were asked three questions tapping materialistic orientations, and the older subgroup received three additional items. Mothers were asked to report if television advertising made their child more interested in material things.

Viewing and materialism. There is a modest tendency for the highly exposed children to select the materialistic response category on the series of items posed in the questionnaire. Table 27 shows that heavy viewers are more likely than light viewers to feel that toys produce happiness and to report trying to get material objects in order to show off; among the older children, heavy viewers think money is more important, would rather play with a toy than at a playground, and prefer to eat at a brand-name drive-in restaurant. In each case, there is about a 10% difference between the two viewing groups. The only exception is the lack of difference on thinking that a brand-name cereal is superior to a house-brand counterpart.

In correlational terms, there is a raw association of +.25 between exposure level and the materialism index (Table 6). This drops sharply to +.10 when demographic factors are controlled. Table 7 indicates that the strength of relationship increases from the Preschool-Kindergarten group (+.04) to the Fourth-Fifth grade level (+.19). In addition, viewing and materialism are positively related promarily for boys rather than girls.

The mothers were asked: "Do you think that television ads have made your child more interested in material things than if he/she never saw any advertising?" Overall, 64% say "yes," 22% reply "no" and the others respond "maybe" or "don't know." There is almost no difference between mothers of different age children. The mother-report of materialistic effects is only correlated +.04 with the amount of Saturday morning viewing by the child.

Multivariate relationships. It is hypothesized that exposure to advertising has little direct impact on materialism, but rather works through evaluative mediators such as belief of claims and liking for commercials. The role of age in affecting each of these variables must also be considered. To study these interrelationships, a path model is proposed below. Standardized path coefficients are entered in the diagram; these indicate that exposure has only a weak direct relationship with materialism. Liking is not directly related to the materialism variable, either. Any impact of these factors appears to operate through the intervening belief factor. There are moderate negative effects of age on all four variables. Total variance accounted for by these predictors is only 23%.



Discussion. The overall set of evidence suggests that television advertising makes only a weak contribution to the development of materialism among children. While almost two-thirds of the mothers perceive that commercials produce materialistic orientations in their children, the correlational findings are less emphatic. The amount of exposure to commercials is only slightly associated with materialism when demographic factors are controlled, and the path analysis shows that much of this influence is indirect. Nevertheless, a consistent difference between light and heavy viewers occurs on the individual items posed in the questionnaire.

Of course, it is possible to reconcile the mother's reports with the correlational findings by arguing that the amount of exposure is not a critical factor in becoming materialistic. Perhaps most children are affected, and that relatively infrequent contact with advertisements is sufficient to generate this influence. High frequencies of seeing material goods on television do not appear to have much more impact than limited viewing, however.

The multivariate findings are not definitive in identifying the processes that might facilitate materialistic responses to commercial viewing. There are some indications that both liking for ads and believing the claims serve to mediate the effects on materialism, but more precise analyses are needed.

SOCIAL AND NUTRITIONAL LEARNING

A final set of variables that may be influenced by classes of product advertising and public service announcements include several social and nutritional attitudes and practices. The child questionnaire measured seat belt buckling behavior, littering attitude, beliefs about the nutritive value of sugar and sweet cereal, and attitude toward children's vitamin tablets. On the vitamin and seat belt topics, data are also available from the mother interviews.

Viewing and seat belt buckling. Table 28 shows that heavy viewers of Saturday morning television are somewhat more likely to report buckling their automobile seat belts "a lot," compared to light viewers. However, they also fall into the "never" category more frequently, so the overall relationship is essentially nil. This is borne out by the correlational data in Table 6, showing a null association. There is a mild tendency for younger children to have a positive relationship and older children a negative relationship in the conditional correlations appearing in Table 7; in addition, the correlation for boys is negative and for girls it is positive.

The mothers of the subsample were also asked to report how often the children buckled their seat belts. An index combining the buckling reports from both sources has a partial correlation of -.08 with viewing. When the mother/child viewing index is used as the predictor, the relationship drops to -.19.

In addition to the general Saturday morning viewing index, the child questionnaire contained an item measuring specific exposure to seat belt public service announcements. Since most children say they have seen such messages on TV, the variance on this item is severely limited. Nevertheless, there is a positive association between exposure and seat belt buckling; the partial correlation is +.14 controlling age, sex, race, and scholastic performance. Conditional correlations interact with grade level, as younger children show a +.27 partial correlation, the middle group is +.09, and the older children are +.00.

Viewing and littering approval. Children express such a uniformly strong attitude against littering that the responses to the questionnaire item are almost too skewed for analysis. Even with the qualifier "really" and the response alternative of "maybe" available, 93% of the sample are affirmative about the importance for people to stop littering. The negligible difference between light and heavy Saturday morning viewers is in the positive direction (Table 28) and the partial correlation between disap-

proval of littering and television exposure is +.07 (Table 6). The relationship exists primarily for the Preschooler-Kindergarteners, where the partial correlation is +.16 (Table 7).

Viewing and nutrition beliefs. Most children acknowledge that sugar is not a healthful substance (Table 28). There is a mild tendency for heavy viewers to say "yes" in response to the question "do you think sugar is good for you?" The partial correlation with television exposure is +.11 (Table 6), with the strongest relationship found for younger children and for girls (Table 7).

The older subgroup of respondents were asked a supplementary question dealing with the nutritive value of sweetened cereals. In the muliple-choice item, most children pick bacon and eggs as the most nutritious breakfast, followed by hot oatmeal. Cereal is selected by 4% of the light viewers and 9% of the heavy viewers. The correlation between viewing and choosing cereal is +.05.

Viewing and vitamin belief. Until less than a year before the survey was conducted, children's vitamin tablets such as Flintstones and Chocks were prominently advertised on Saturday morning television. The impact of these ads can be assessed in terms of specific brand asking and in general attitudes toward this type of product.

The subgroup of older children were questionned about the importance of taking vitamin tablets. Among light viewers, 36% affirm that it is important, while 48% of the heavy viewers agree. The correlation between the television exposure index and the percieved need for vitamins is +.11.

The subsample of mothers were asked a set of questions about this topic. Two-fifths of the mothers indicate that their child uses vitamin tablets, with the greatest usage in the younger group (Table 29). The brands formerly advertised most frequently on Saturday morning television are the most popular, even though few mothers expressly mention advertisments as a basis for selecting a certain brand. In two-fifths of the vitamin-using families, mothers report that the child had asked for the particular brand in use. At the time of the interviews, most mothers had not seen adult-oriented commercials for children's vitamins, but the exposed subset did favor this approach of directly promoting to adults rather than indirectly through children.

These mother-reported observations were also analyzed in terms of the children's viewing patterns. The mother/child index of Saturday morning exposure is correlated +.17 with the use of vitamins by the child; the partial correlation drops to +.08 as the influence of age is eliminated. In the subset of vitamin-using families, the children who watch television most frequently are no more likely to ask for the brand in use; the partial correlation between asking and viewing is +.01.

Discussion. There is some limited evidence indicating that exposure to PSA's and various classes of products affects general social and nutritional orientations. Heavy viewers show a slight tendency to display attitudes reflecting the promotional messages seen on Saturday morning television, although the pattern of findings is mixed.

There is no relationship between general Saturday morning exposure and seat belt buckling behavior; indeed, when mother reports of seat belt use are analyzed in the subsample, a negative association emerges. In contrast, there are indications that those who specifically pay attention to seat belt PSA's more often buckle seat belts; younger children seem to be particularly influenced.

The overwheleming anti-littering attitude of children prevents a clear test of the effect of pollution PSA's. The few children who are not strong proponents of the need for reducing littering tend to be light viewers of Saturday television, suggesting that public service messages may have contributed to the dominant viewpoint on this issue.

On two nutrition-related items, the data show that most children are accurate in their beliefs about sugar and sweetened cereals. Nevertheless, the strong emphasis on sugar in many cereal and candy commercials appears to influence the preceptions of a minority of the heavy viewers. Among the few children who think that sugar is healthful and that sugared cereal is more nutritious than oatmeal or bacon and eggs, most are frequently exposed to Saturday television. Thus, the ads for these classes of products may be shaping beliefs as well as brand preferences, to a limited extent.

Although child-oriented vitamin advertising had stopped before the study was done, there is a mild tendency for heavy viewers to believe that use of vitamin supplements is important. Actual usage reported by the mother is somewhat related to Saturday television exposure. While almost half of the vitamin users ask for a specific brand, child-directed selection is no greater for heavily than lightly exposed children. This set of findings indicates that the previous promotion of vitamins during children's programs still had some influence on orientations toward vitamins. A current assessment of these beliefs and behaviors is needed to determine whether changes have occurred since the removal of Saturday morning vitamin advertising.

In general, the variables examined in this final section require more thorough measurement before definitive conclusions about television effects can be drawn. First, precise measurement of exposure to specific types of PSA's and products is needed to determine which stimuli children have experienced. Second, more extensive and valid measures of the social and nutritional orientations must be implemented to avoid socially desirable responses and more adequately gauge the various facets of each effect. Since these topics were of secondary importance in the present study, the questionnaire items were rather superficial and imprecise.

INTERACTIONS BETWEEN EXPOSURE FREQUENCY AND ATTENTION LEVEL

In this report, Saturday morning viewing has been the predictor variable representing contact with child-oriented TV commercials. Assuming that children do not selectively tune out commercials that appear during these viewing hours, program viewing data serve as a valid index of exposure frequency for advertising. However, children vary in the extent to which they report paying attention to commercials (Table 1). Slightly more than half say that they view "most" of the commercials that they encounter; these can be considered as the "high attention" subgroup. Those who attend less closely can be grouped into the "low attention" category. Although the validity of this latter measure is doubtful, it may be useful to examine how the exposure and attention factors combine to predict the criterion variables. Contingent correlations were computed using attention as an interacting condition. Given that children are paying high or low attention, how does frequency of exposure relate to knowledge, attitudes, and behavior?

Table 32 presents tha correlation coefficients for the full sample, controlling for the demographic variables. The three grade levels are also used as contingent conditional variables. Since the overall pattern of findings across criterion variables is of interest, these data are assessed separately in this section of the report.

In general, the strength of relationship is greater among the subgroup that claims to pay only partial attention. However, the additional consideration of grade level shows further clear interaction. There is a major difference in strength of relationship between the low and high attention children of Preschool-Kindergarten age; the average partial correlation across the ten criterion variables is +.26 for low attenders and +.10 for high attenders. On the other hand, there is no difference between the two subgroups among older Fourth-Fifth graders; the average association is +.15 vs. +.14. The difference for the First-Third graders is intermediate, +.17 for the low attention children and +.12 for the high attention children.

Discussion. The basic pattern of findings indicates that children who are less attentive are most influenced as the frequency of exposure to television commercials increases. Conversely, those who say they attend to most ads that are encountered have generally less strong relationships between viewing and the criterion variables. For the high attention children, there is no differential impact by grade in school; for each of the three grade levels, the average association between exposure and the knowlege, attitude, and behavior variables tends to be mildly positive.

The younger children who pay low attention have the highest set of correlations, while the two older groups each have considerably milder series of correlations.

The evidence demonstrates that close attention to commercials is not a condition for being influenced; indeed, the opposite seems to be true for the younger and middle aged children. The findings showing stronger associations for younger children and those paying lesser attention suggests that

advertising impact primarily occurs for those with limited resistence to influence. Assuming that the low attention children are less defensive and that younger children are particularly vulnerable, repetitive exposure to advertising messages might be expected to have maximum implications under these conditions. Much more research will be necessary to test this line of reasoning.

Another speculative inference from these findings is that frequency of exposure is not so important if level of attention is high. For those children who watch closely when ads come on the screen, sheer repetition is not as necessary for learning to occur. On the other hand, occasional attenders require more frequent repetition before effects of exposure result.

ANALYSES USING ELABORATED INDICES

Two types of elaborated indices constructed for subsamples were not available for the basic analyses presented in the body of the report. This methodological appendix is designed to provide supplementary data for comparison to the previously described findings. In the mother-child sample (N=301), television viewing measures were taken from both sources rather than children alone. In the older subgroup of Fourth-Fifth graders (N=228), more extensive measures were taken on six of the criterion variables.

Mother/Child viewing index. The correlational data presented in Table 6 show how child self-reported viewing is related to all of the key variables in the questionnaire. Table 30 presents the parallel correlations using the combined mother/child index of Saturday morning exposure. Of course, the figures are not directly comparable because of the differential composition of the subsample and the overall sample. Nevertheless, some indication of the degree of replication can be derived from this smaller data base.

In general, the strength of association is slightly weaker when the mother/child viewing index is used. The average zero-order coefficient is +.14, compared to the +.19 average correlation for the full-sample self-report viewing index. The partial correlations are proportionately lower in each case.

In only one relationship is the mother/child index a stronger predictor than the child index: for knowledge of advertised brands and attributes, the null association found in the full sample increases to a +.14 partial correlation. Otherwise, the inclusion of the mother-report of children's viewing tends to depress the magnitude of relationship.

Older child criterion indices. For the six variables where older children received extra questionnaire items, the elaborated index is composed of two or more additional inputs. Table 31 shows high part-whole correlations between each orginal core index based on common questionnaire items and the elaborated index that includes more items; the coefficients range from +.78 to +.98. This table also displays the original correlations between viewing and each index for the older subgroup, along with the new correlations based on the elaborated indices. There is little difference in strength of association; the exposure-talking partial correlation rises from +.19 to +.26, while exposure-knowledge partial falls from +.03 to -.05. Otherwise, there is close replication when the more sophisticated indices are substituted for the restricted core indices.

Discussion. Despite the lack of extensive measurement in the core questionnaire administered to all 738 children, these analyses indicate that the barebones indices used throughout this report are generally adequate. The slightly lower size of the correlations using the combined mother/child viewing index does not alter any fundamental conclusions drawn from the child-only viewing index. Indeed, the viewing reports from the children may be a more valid representation than the pooled reports from both mothers and children, since the validity of viewing reports from the mother is somewhat doubtful.

More importantly, the shortened version of the questionnaire used with younger and middle-aged children has been shown to be fairly equivalent to the fuller instrument used with the older group. The six core indices composed of an average of 3 1/2 items are closely related to the elaborated indices that included almost twice as many items, and the pattern of correlations with the viewing predictor is quite similar. This allows greater confidence in the validity of the measures employed in previous analyses, and serves to bolster the conclusiveness of the findings based on the restricted core indices.

FIGURE 1

DISTRIBUTION OF CHILD SAMPLE ACCORDING TO TOWN AND SCHOOL GRADE

Grade in school	Number
Preschool	100
Kindergarten	100
First	95
Second	103
Third	112
Fourth	111
Fifth	117
TOTAL	738

Age of child	Number
Four	71
Five	84
Six	96
Seven	90
Eight	94
Nine	114
Ten	102
Eleven	62
Twelve	25
TOTAL	738

School	Location	Number
Barnes Elementary School (K-5)	1028 Barnes Avenue, Lansing (urban working class)	218
Southeastern Elementary School (K-5)	Cowan Drive, Eaton Rapids (small town/rural)	214
Central Elementary School (K-5)	4406 Okemos Road, Okemos (suburban middle class)	206
Eastminster Day Care Center (Preschool)	1315 Abbott Road, East Lansing (suburban middle class)	36
Laboratory Preschool (Preschool)	Michigan State University (diversified)	30
Happy Day Children's Center (Preschool)	743 Logan Street, Lansing (urban working class)	23
Small World Day Care Center (Preschool)	2741 Michigan Road, Eaton Rapids (small town/rural)	11
	TOTAL	738

TELEVISION SURVEY

HERE ARE SOME QUESTIONS ABOUT TELEVISION COMMERCIALS.

PLEASE TRY TO ANSWER AS MANY AS YOU CAN.

IF YOU HAVE ANY TROUBLE, JUST RAISE YOUR HAND.

WHICH TV PROGRAMS DO YOU USUALLY WATCH ON SATURDAY MORNINGS?

CIRCLE THE SHOWS THAT YOU WATCH A LOT:

1. BUGS BUNNY
2. HOUNDCATS
3. SCOOBY DOO
4. PINK PANTHER
5. JOSEY AND THE PUSSYCATS
6. FLINTSTONES COMEDY HOUR
7. SEALAB 2020
8. ARCHIE'S TV FUNNIES
9. FAT ALBERT AND THE COSBY KIDS

1. WHEN THE SATURDAY MORNING COMMERCIALS COME ON, HOW MANY DO YOU WATCH?

   A MOST

   B SOME

   C JUST A FEW

---

2. MANY OF THE TV COMMERCIALS ARE FOR TOYS -- THINGS LIKE GAMES AND DOLLS AND CARS. AFTER YOU SEE THESE THINGS ON TV, HOW MUCH DO YOU ASK YOUR MOTHER TO BUY THEM FOR YOU?

   A A LOT

   B SOMETIMES

   C NEVER

---

3. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A TOY THAT YOU ASK FOR, HOW MUCH DO YOU ARGUE WITH HER?

   A A LOT

   B SOMETIMES

   C NEVER

---

4. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A TOY, HOW MUCH DO YOU GET MAD AT HER?

   A A LOT

   B SOMETIMES

   C NEVER

1. WHAT IS THE NAME OF THIS CLOWN? _____

2. HAVE YOU SEEN THIS COMMERCIAL ON TV?

NO

YES ------> DO YOU LIKE TO WATCH IT? YES NO

------> WHAT DOES THE RABBIT WANT FROM THE KIDS?

_____

HERE ARE SOME THINGS PEOPLE SAY IN TV COMMERCIALS.

PICK THE WORD THAT IS GONE.

1. HAVE BREAKFAST IN THE _____ HIDEOUT.

   A ALPHA BITS

   B HONEYCOMB

   C FRUIT LOOPS

2. YOU GET A BIG DELIGHT IN EVERY BITE OF _____.

   A McDONALDS HAMBURGERS

   B KING DONS

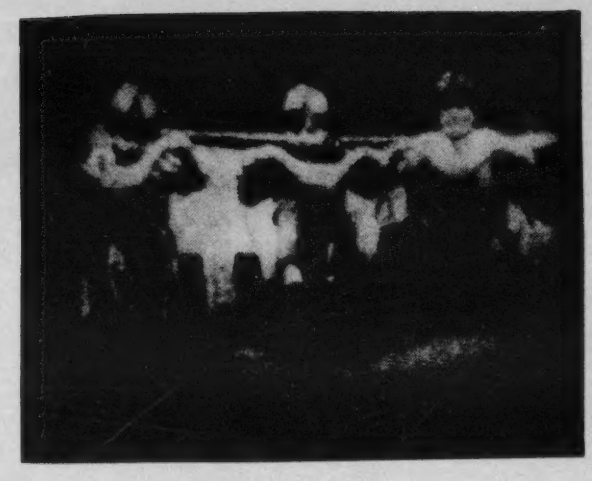
   C HOSTESS TWINKIES

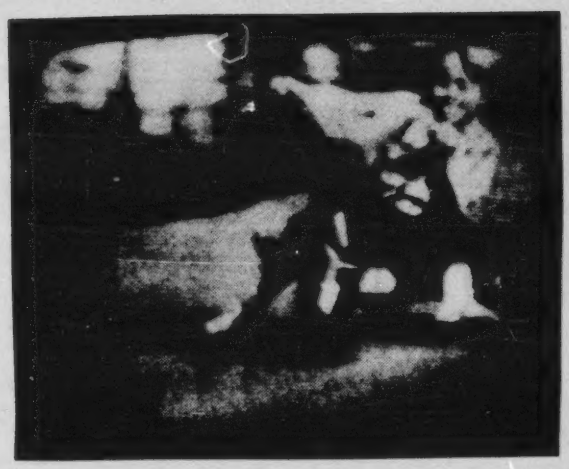
3. THERE IS NOTHING LIKE THE FACE OF A KID EATING A _____.

   A HERSHEY BAR

   B BABY RUTH

   C NUTTER BUTTER COOKIE





HAVE YOU SEEN THIS <u>BIG</u> <u>WHEEL</u> COMMERCIAL ON TV? YES NO

IF YOU HAVE SEEN THIS BIG WHEEL COMMERCIAL ON TV:

1. THE KIDS IN THIS COMMERCIAL LOOK LIKE THEY ARE HAVING LOTS OF FUN. IF YOU RODE THE BIG WHEEL TOY, DO YOU THINK IT WOULD BE THAT MUCH FUN?

   YES MAYBE NO

---

2. IN THE COMMERCIAL, THE KIDS RIDING THE BIG WHEEL SPIN AROUND VERY FAST. DO YOU THINK MOST KIDS CAN SPIN AROUND LIKE THAT?

   YES MAYBE NO

---

3. DID YOU EVER ASK YOUR PARENTS TO BUY BIG WHEEL FOR YOU?

   NO YES ----------> DID THEY BUY IT FOR YOU?

   YES NO

---

1. HAVE YOU SEEN ANY COMMERCIALS WHERE THEY TELL YOU TO BUKCLE UP YOUR SEAT BELTS IN THE CAR?

YES NO

---

2. WHEN YOU RIDE IN THE CAR WITH YOUR PARENTS, HOW MUCH DO YOU BUCKLE UP YOUR SEAT BELT?

A A LOT

B SOMETIMES

C NEVER

---

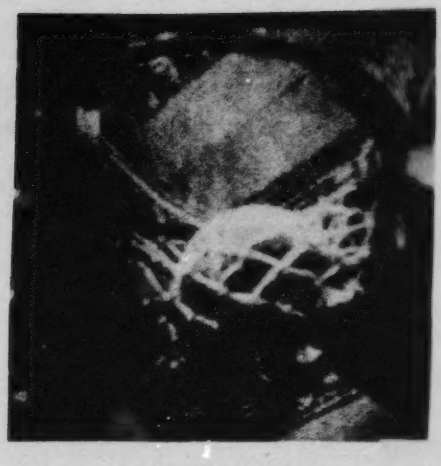
3. DO YOU THINK IT IS REALLY IMPORTANT FOR PEOPLE TO STOP BEING LITTERBUGS?

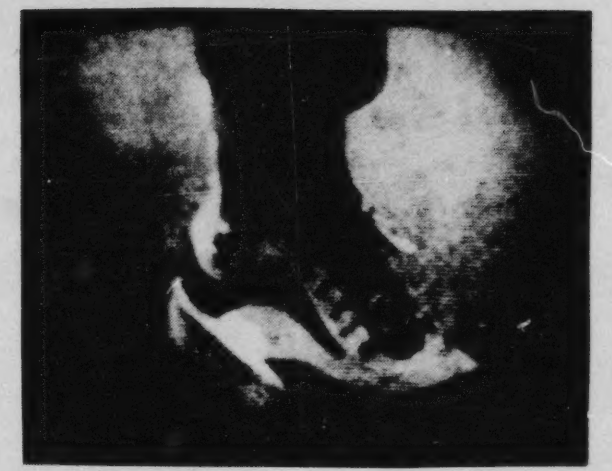
YES MAYBE NO

---

4. MOST CEREAL AND CANDY HAS LOTS OF SUGAR ON IT. DO YOU THINK THAT SUGAR IS GOOD FOR YOU?

YES MAYBE NO





1. HERE ARE PICTURES FROM A COMMERCIAL FOR KEDS COMPETITORS. HAVE YOU SEEN THIS COMMERCIAL ON TV?

   YES NO ------> GO TO NEXT PAGE

2. DO YOU LIKE TO WATCH THIS COMMERCIAL?

   YES NO

3. THE BOY IN THE COMMERCIAL SAYS THAT KEDS HELP HIM PLAY BASKETBALL BETTER. DO YOU THINK THAT THIS IS REALLY TRUE?

   YES MAYBE NO

1. AFTER YOU SEE COMMERCIALS FOR BREAKFAST CEREALS ON TV, HOW MUCH DO YOU ASK YOUR MOTHER TO BUY THE CEREAL FOR YOU?

A A LOT

B SOMETIMES

C NEVER

---

2. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A CEREAL THAT YOU ASK FOR, HOW MUCH DO YOU ARGUE WITH HER?

A A LOT

B SOMETIMES

C NEVER

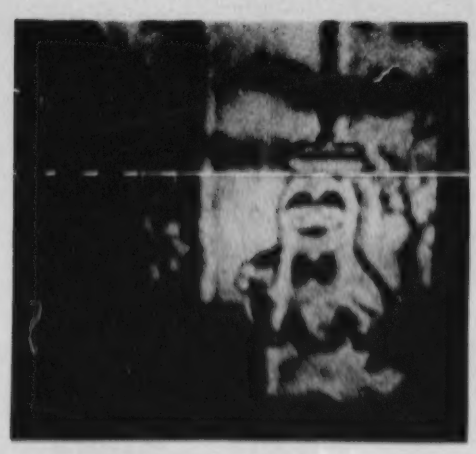
---

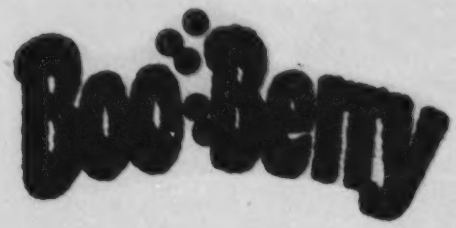
3. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A CEREAL, HOW MUCH DO YOU GET MAD AT HER?

A A LOT

B SOMETIMES

C NEVER





1. HERE ARE PICTURES FROM A COMMERCIAL FOR BOO BERRY CEREAL. HAVE YOU SEEN THIS COMMERCIAL ON TV?

   YES NO --------→ GO TO NEXT PAGE

---

2. DO YOU LIKE TO WATCH THIS COMMERCIAL?

   YES NO

---

3. HAVE YOU EVER TALKED WITH YOUR FRIENDS ABOUT THIS COMMERCIAL?

   YES NO

---

4. HAVE YOU EVER TALKED WITH YOUR MOTHER ABOUT THIS COMMERCIAL?

   YES NO

---

5. HAVE YOU EVER ASKED YOUR MOTHER TO BUY BOO BERRY CEREAL?

   YES NO

---

6. DID YOUR MOTHER EVER BUY IT FOR YOU?

   YES NO

1. ANOTHER KIND OF CEREAL IS KING VITAMIN. WHICH CEREAL DO YOU THINK IS SWEETER -- KING VITAMIN OR BOO BERRY?

A KING VITAMIN

B BOO BERRY

C SAME

---

2. WHICH CEREAL DO YOU THINK WILL MAKE YOU BIGGER AND STRONGER -- KING VITAMIN OR BOO BERRY?

A KING VITAMIN

B BOO BERRY

C SAME

---

3. HERE ARE TWO KINDS OF CEREAL -- KELLOGGS SUGAR FROSTED FLAKES AND FOOD CLUB SUGAR FROSTED FLAKES. WHICH KIND DO YOU THINK IS BEST?

A KELLOGGS

B- FOOD CLUB

C SAME

1. DO YOU THINK THAT KIDS WHO HAVE THE MOST TOYS ARE THE MOST HAPPY KIDS?

YES MAYBE NO

---

2. HOW MUCH DO YOU TRY TO GET YOUR PARENTS TO BUY THINGS FOR YOU SO YOU CAN SHOW OFF TO YOUR FRIENDS?

A A LOT

B SOMETIMES

C NEVER

---

3. SOME COMMERCIALS ON SATURDAY MORNING COME RIGHT IN THE MIDDLE OF THE PROGRAM. HOW MUCH DOES IT BOTHER YOU WHEN THEY STOP THE PROGRAM TO SHOW COMMERCIALS?

A A LOT

B SOMETIMES

C NEVER

---

4. DO YOU THINK THAT THEY SHOULD TAKE ALL THE COMMERCIALS OFF OF TV ON SATURDAY MORNINGS?

YES MAYBE NO

NOW HERE ARE SOME QUESTIONS ABOUT YOU:

1. HOW OLD ARE YOU? _____ YEARS OLD

---

2. ARE YOU A BOY OR A GIRL?

BOY GIRL

---

3. HOW GOOD DO YOU DO IN SCHOOL -- HOW GOOD ARE THE GRADES ON YOUR REPORT CARD?

A VERY GOOD

B PRETTY GOOD

C NOT SO GOOD

---

4. WHAT IS YOUR NAME? _____.

---

5. WHAT IS YOUR TELEPHONE NUMBER? _____.

FIGURE 3

Long questionnaire administered to 4-5th graders (excluding picture sheets from core questionnaire)

TELEVISION SURVEY

HERE ARE SOME QUESTIONS ABOUT TELEVISION COMMERCIALS.

PLEASE TRY TO ANSWER AS MANY AS YOU CAN.

IF YOU HAVE ANY TROUBLE, JUST RAISE YOUR HAND.

WHICH TV PROGRAMS DO YOU USUALLY WATCH ON SATURDAY MORNINGS?

CIRCLE THE SHOWS THAT YOU WATCH A LOT:

1. BUGS BUNNY
2. HOUNDCATS
3. SCOOBY DOO
4. PINK PANTHER
5. JOSEY AND THE PUSSYCATS
6. FLINTSTONES COMEDY HOUR
7. SEALAB 2020
8. ARCHIE'S TV FUNNIES
9. FAT ALBERT AND THE COSBY KIDS

1. WHEN THE COMMERCIALS COME ON, HOW MANY DO YOU WATCH?

____ WATCH MOST COMMERCIALS

____ WATCH SOME COMMERCIALS

____ WATCH JUST A FEW COMMERCIALS

---

2. MANY OF THE TV COMMERCIALS ARE FOR TOYS -- THINGS LIKE GAMES AND DOLLS AND RACING CARS. AFTER YOU SEE THESE TOYS ON TV, HOW MUCH DO YOU ASK YOUR MOTHER TO BUY THEM FOR YOU?

____ ASK A LOT

____ ASK SOMETIMES

____ ASK NEVER

---

3. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A TOY THAT YOU ASK FOR, HOW MUCH DO YOU ARGUE WITH HER?

____ ARGUE A LOT

____ ARGUE SOMETIMES

____ ARGUE NEVER

---

4. WHEN SHE SAYS YOU CAN'T HAVE A TOY, HOW MUCH DO YOU GET MAD AT HER?

____ GET MAD A LOT

____ GET MAD SOMETIMES

____ GET MAD NEVER

HERE ARE SOME THINGS THAT PEOPLE SAY IN TV COMMERCIALS.

FILL IN THE WORD THAT IS GONE.

1. HAVE BREAKFAST IN THE _____ HIDEOUT.

2. YOU GET A BIG DELIGHT IN EVERY BIT OF _____.

3. CAN'T GET ENOUGH OF _____.

4. MY OLD PAL _____.

5. THERE IS NOTHING LIKE THE FACE OF A KID EATING A

_____.

IF YOU HAVE SEEN THE BIG WHEEL COMMERCIAL:

1. DO YOU LIKE TO WATCH THIS COMMERCIAL ON TV?

   YES NO

---

2. HAVE YOU EVER TALKED WITH YOUR FRIENDS ABOUT THIS COMMERCIAL?

   YES NO

---

3. HAVE YOU EVER TALKED WITH YOUR MOTHER ABOUT THIS COMMERCIAL?

   YES NO

---

4. THE KIDS IN THIS COMMERCIAL LOOK LIKE THEY ARE HAVING LOTS OF FUN. IF YOU RODE THE BIG WHEEL TOY, DO YOU THINK IT WOULD BE THAT MUCH FUN?

   YES MAYBE NO

---

5. IN THE COMMERCIAL, THE KIDS RIDING THE BIG WHEEL SPIN AROUND VERY FAST. DO YOU THINK MOST KIDS CAN SPIN AROUND LIKE THAT?

   YES MAYBE NO

---

6. DID YOU EVER ASK YOUR PARENTS TO BUY BIG WHEEL FOR YOU?

   NO YES ----------> DID THEY BUY IT FOR YOU?

   YES NO

1. HAVE YOU SEEN ANY COMMERCIALS WHERE THEY TELL YOU TO BUCKLE UP YOUR SEAT BELTS IN THE CAR?

YES NO

---

2. WHEN YOU RIDE IN THE CAR WITH YOUR PARENTS, HOW MUCH DO YOU BUCKLE YOUR SEAT BELT?

____ BUCKLE UP A LOT

____ BUCKLE UP SOMETIMES

____ BUCKLE UP NEVER

---

3. DO YOU THINK IT IS REALLY IMPORTANT FOR PEOPLE TO STOP BEING LITTERBUGS?

YES MAYBE NO

---

4. MOST CEREAL AND CANDY HAS LOTS OF SUGAR ON IT. DO YOU THINK SUGAR IS GOOD FOR YOU?

YES MAYBE NO

---

5. WHEN YOU EAT BREAKFAST, WHICH ON OF THESE FOODS WILL MAKE YOU THE STRONGEST AND GIVE YOU THE MOST ENERGY?

____ SWEET CEREAL (LIKE ALPHA BITS OR BOO BERRY)

____ HOT OATMEAL

____ BACON AND EGGS

1. AFTER YOU SEE COMMERCIALS FOR BREAKFAST CEREALS ON TV, HOW MUCH DO YOU ASK YOUR MOTHER TO BUY THE CEREAL FOR YOU?

____ ASK A LOT

____ ASK SOMETIMES

____ ASK NEVER

---

2. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A CEREAL THAT YOU ASK FOR, HOW MUCH DO YOU ARGUE WITH HER?

____ ARGUE A LOT

____ ARGUE SOMETIMES

____ ARGUE NEVER

---

3. WHEN YOUR MOTHER SAYS YOU CAN'T HAVE A CEREAL, HOW MUCH DO YOU GET MAD AT HER?

____ GET MAD A LOT

____ GET MAD SOMETIMES

____ GET MAD NEVER

1. ANOTHER KIND OF CEREAL IS KING VITAMIN. WHICH CEREAL DO YOU THINK IS SWEETER -- KING VITAMIN OR BOO BERRY?

____ KING VITAMIN

____ BOO BERRY

____ ABOUT THE SAME

---

2. WHICH CEREAL DO YOU THINK WILL MAKE YOU BIGGER AND STRONGER -- KING VITAMIN OR BOO BERRY?

____ KING VITAMIN

____ BOO BERRY

____ ABOUT THE SAME

---

3. THERE ARE TWO KINDS OF SUGAR FROSTED FLAKES -- KELLOGGS AND FOOD CLUB. WHICH KIND DO YOU THINK IS THE BEST?

____ KELLOGGS SUGAR FROSTED FLAKES

____ FOOD CLUB SUGAR FROSTED FLAKES

____ ABOUT THE SAME

---

4. DO YOU THINK THAT THE KIDS WHO HAVE THE MOST TOYS ARE THE MOST HAPPY KIDS?

YES MAYBE NO

1. WHEN YOU ARE A GROWN UP, DO YOU THINK THAT THE MOST IMPORTANT THING IS TO HAVE LOTS OF MONEY?

YES MAYBE NO

---

2. HOW MUCH DO YOU TRY TO GET YOUR PARENTS TO BUY THINGS FOR YOU SO YOU CAN SHOW OFF TO YOUR FRIENDS?

____ A LOT

____ SOMETIMES

____ NEVER

---

3. IF YOU HAD TO CHOOSE, WOULD YOU RATHER PLAY WITH A TOY FROM THE TOY STORE OR GO PLAY AT THE PLAYGROUND?

____ PLAY WITH THE TOY

____ PLAY AT THE PLAYGROUND

____ DON'T CARE

---

4. SOME COMMERCIALS ON SATURDAY MORNING COME RIGHT IN THE MIDDLE OF THE PROGRAM. HOW MUCH DOES IT BOTHER YOU WHEN THEY STOP THE PROGRAM TO SHOW COMMERCIALS?

____ BOTHERS ALOT

____ BOTHERS SOMETIMES

____ BOTHERS NEVER

1. DO YOU THINK THEY SHOULD TAKE ALL THE COMMERCIALS OFF OF TV ON SATURDAY MORNINGS?

YES MAYBE NO

---

2. DO YOU THINK IT IS REALLY IMPORTANT FOR KIDS TO TAKE VITAMIN TABLETS EVERY DAY? (LIKE FLINTSTONES OR CHOCKS)

YES MAYBE NO

---

3. IF YOUR FAMILY WAS GOING TO EAT AT A DRIVE-IN RESTAURANT, WHICH ONE WOULD YOU WANT TO GO TO?

____ McDONALDS

____ BURGER KING

____ DON'T CARE

WHY DID YOU PICK THAT ONE? _____

---

4. CREST AND CLOSE-UP ARE TWO KINDS OF TOOTHPASTE. CAN YOU THINK OF ANY DIFFERENCE BETWEEN THESE TWO TOOTHPASTES?

NO YES ----------> HOW IS CREST DIFFERENT FROM CLOSE-UP?

_____

_____

NOW HERE ARE SOME QUESTIONS ABOUT YOU:

1. HOW OLD ARE YOU? _____ YEARS OLD

---

2. ARE YOU A BOY OR A GIRL?

BOY GIRL

---

3. HOW GOOD DO YOU DO IN SCHOOL -- HOW GOOD ARE THE GRADES ON YOUR REPORT CARD?

A VERY GOOD

B PRETTY GOOD

C NOT SO GOOD

---

4. WHAT IS YOUR NAME? _____.

---

5. WHAT IS YOUR TELEPHONE NUMBER? _____.

---

1. NEXT SATURDAY THERE WILL BE A BRAND NEW COMMERCIAL FOR A NEW TOY RACING CAR. IN THIS COMMERCIAL, THE MAN SAYS THAT THE TOY CARS GO AS FAST AS THE BIG CARS AT THE RACING TRACK. DO YOU THINK THIS IS REALLY TRUE?

YES MAYBE NO

2. THE MAN ALSO SAYS THAT THESE TOY CARS WILL NEVER BREAK DOWN. DO YOU THINK THIS IS REALLY TRUE?

YES MAYBE NO

---

3. DO YOU THINK THAT TV COMMERCIALS ALWAYS TELL THE TRUTH?

YES NO ----------> WHICH COMMERCIAL IS NOT TRUE?

_____

WHY DO YOU THINK IT ISN'T TRUE?

_____

---

4. WHICH COMMERCIAL IS YOUR FAVORITE COMMERCIAL ON TV?

_____

WHY IS IT YOUR FAVORITE COMMERCIAL?

_____

FIGURE 4

MOTHER'S ADVERTISING SURVEY ID NUMBER _____

Child's name: _____ _____

Telephone number: _____ Interviewer's Signature

Child's school: _____

Grade: _____

Interview completed: date _____

Call back mother: time _____

Interview refused: why _____

Ask to speak to the mother by name:

HELLO, THIS IS _____ FROM MICHIGAN STATE UNIVERSITY. SEVERAL DAYS AGO YOUR CHILD PARTICIPATED IN A RESEARCH STUDY ABOUT TELEVISION ADVERTISING AT _____ SCHOOL. WE HAVE FINISHED THE STUDY IN THE SCHOOL, AND WE WOULD LIKE TO INTERVIEW THE MOTHERS OF THE STUDENTS WHO WERE IN OUR STUDY. WE WANT TO FIND OUT YOUR OPINIONS ABOUT TELEVISION ADVERTISING. COULD I ASK YOU A FEW QUESTIONS ABOUT THIS TOPIC, OR ARE YOU TOO BUSY NOW? IT SHOULD TAKE ABOUT 20 MINUTES.

1. ON AN AVERAGE SATURDAY MORNING, ABOUT HOW MANY HOURS WOULD YOU SAY YOUR (SON/DAUGHTER) SPENDS WATCHING TELEVISION?

0 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4+

2. HAVE YOU SEEN ANY OF THE COMMERCIALS THAT ARE SHOWN TO CHILDREN ON SATURDAY MORNINGS?

yes no ----------> go to question (6)

3. CAN YOU THINK OF ANY COMMERCIAL THAT IS ESPECIALLY BAD FOR YOUR CHILD TO SEE? (WHICH ONE IS THAT?)

no yes: _____

if yes -- WHY DO YOU SAY THAT'S A BAD ONE?

_____

_____

4. IS THERE ANY PARTICULAR COMMERCIAL THAT YOU THINK IS GOOD FOR (HIM/HER) TO SEE? (WHICH ONE IS THAT?)

no yes: _____

if yes -- WHY IS THAT A GOOD ONE?

_____

_____

5. WHEN THE SATURDAY MORNING COMMERCIALS COME ON, HOW MUCH ATTENTION DOES YOUR CHILD SEEM TO GIVE TO THE ADS ..... WOULD YOU SAY CLOSE ATTENTION, SOME ATTENTION, OR LITTLE ATTENTION?

close some little ?

(6.) MANY OF THE ADS AIMED AT CHILDREN ARE FOR BREAKFAST CEREALS. HOW OFTEN DOES YOUR (SON/DAUGHTER) ASK FOR CERTAIN CEREALS THAT (HE/SHE) SEES ON TV ..... A LOT, SOMETIMES, OR NEVER?

alot sometimes never ---→ go to question (15)

7. WHICH CEREALS SEEM TO BE REQUESTED THE MOST?

_____

_____

_____

8. WE'D LIKE TO KNOW WHEN YOUR CHILD USUALLY ASKS YOU TO BUY THESE CEREALS:

DOES (HE/SHE) ASK RIGHT AFTER WATCHING A COMMERCIAL?

yes no

DOES (HE/SHE) ASK WHEN YOU'RE AT THE SUPERMARKET?

yes no

9. WHEN YOUR CHILD ASKS FOR A SPECIFIC CEREAL, WHAT DOES (HE/SHE) USUALLY SAY ... WHAT REASONS DOES (HE/SHE) GIVE FOR WANTING IT?

_____

_____

10. <u>if mother didn't report nutrition as reason</u>:
DOES (HE/SHE) EVER MENTION THE NUTRITIONAL VALUE OF A PARTICULAR KIND OF CEREAL?

yes no

11. <u>if mother didn't report premium as reason</u>:
DOES (HE/SHE) EVER SAY THAT (HE/SHE) WANTS A CEREAL SO (HE/SHE) CAN GET A PREIUM OR PRIZE IN THE BOX?

yes no

12. DO YOU THINK THAT PREMIUMS IN CEREAL BOXES ARE A GOOD THING OR A BAD THING?

good depends bad ?

WHY DO YOU THINK THAT?

_____

_____

13. HAS YOUR CHILD EVER BEEN DISAPPOINTED WITH A CEREAL THAT (HE/SHE) ASKED YOU TO BUY?

no yes ---> DID (HE/SHE) EVER ASK YOU TO BUY THAT CEREAL AGAIN?

yes no

14. WHEN YOUR CHILD ASKS FOR A CERTAIN CEREAL, DO YOU EVER TELL (HIM/HER) THAT (HE/SHE) CAN'T HAVE IT?

no yes ---> HOW DOES (HE/SHE) REACT WHEN YOU SAY NO?

_____

_____

WHEN YOU SAY THAT (HE/SHE) CAN'T HAVE A CEREAL, HOW OFTEN DO YOU ARGUE WITH (HIM/HER) ... WOULD YOU SAY ALOT, SOMETIMES, OR NEVER?

a lot sometimes never

(15.) DOES YOU CHILD USE ANY OF THE CHILDREN'S VITAMIN TABLETS?

yes no ----------> go to question (22)

16. WHICH BRAND DOES (HE/SHE) TAKE?

_____

17. WHY IS THAT BRAND USED?

---

18. if mother didn't report child request of brand:
DID YOUR CHILD ASK YOU TO BUY THAT BRAND?

yes no

19. HAVE YOU NOTICED ANY ADS FOR CHILDREN'S VITAMINS DURING THE AFTERNOON OR EVENING THAT ARE DIRECTED AT ADULTS RATHER THAN CHILDREN?

yes no ----------> go to question (22)

20. WHAT DO YOU THINK OF THE IDEA OF ADVERTISING CHILDREN'S VITAMINS DIRECTLY TO ADULTS?

---

21. DO YOU THINK THAT THIS APPROACH WOULD BE A GOOD IDEA FOR ANY OTHER KINDS OF CHILDREN PRODUCTS? (WHICH ONES?)

(22.) MANY OF THE ADS AIMED AT CHILDREN ARE FOR TOYS -- LIKE GAMES, DOLLS, RACING CARS, AND OTHER PLAYTHINGS. ABOUT HOW OFTEN WOULD YOU SAY YOUR CHILD ASKS YOU TO BUY CERTAIN TOYS THAT (HE/SHE) SEES ON TV ... A LOT, SOMETIMES, OR NEVER?

alot sometimes never ---> go to question (27)

23. WHEN DOES YOUR (SON/DAUGHTER) ASK FOR THESE TOYS:

DOES (HE/SHE) ASK RIGHT AFTER WATCHING A COMMERCIAL? yes no

DOES (HE/SHE) ASK WHEN YOU'RE RIGHT IN THE TOY STORE? yes no

24. WHEN YOU TELL YOUR CHILD THAT (HE/SHE) CAN'T HAVE A PARTICULAR TOY, WHAT REASONS DO YOU USUALLY GIVE?

_____

_____

25. HOW DOES (HE/SHE) GENERALLY REACT WHEN YOU SAY THAT (HE/SHE) CAN'T HAVE A TOY?

_____

_____

26. HOW OFTEN DO YOU ARGUE WITH (HIM/HER) ABOUT BUYING TOYS THAT (HE/SHE) SEES ON TV ... WOULD YOU SAY A LOT, SOMETIMES OR NEVER?

a lot sometimes never

(27.) ANOTHER TYPE OF COMMERCIAL THAT IS OFTEN PRESENTED ON TV IS THE PUBLIC SERVICE ANNOUNCEMENT ... FOR INSTANCE, SOME OF THESE MESSAGES TELL CHILDREN TO MAKE SURE AND WEAR SEAT BELTS IN THE CAR. HOW OFTEN DOES YOUR CHILD BUCKLE HIS SEAT BELT ... A LOT, SOMETIMES, OR NEVER?

a lot sometimes never

28. DO YOU EVER TALK WITH YOUR CHILD ABOUT THE CONTENT OF COMMERCIALS ... FOR INSTANCE, DO YOU DISCUSS THE KINDS OF SELLING TECHNIQUES THAT ARE USED, OR TEACH (HIM/HER) HOW TO DECIDE WHICH ADS ARE TRUE AND WHICH ARE MISLEADING?

no yes ----------> WHAT SORT OF THINGS DO YOU TELL (HIM/HER)?

_____

_____

_____

_____

29. THE ADS PRESENTED IN CHILDREN'S PROGRAMS USUALLY OCCUR EVERY SIX OR SEVEN MINUTES. DOES THIS SEEM TO DISRUPT YOUR CHILD'S ATTENTION TO THE PROGRAM, OR DOESN'T IT BOTHER (HIM/HER)?

no yes ----------> DURING WHICH TYPE OF PROGRAM DOES THIS BOTHER (HIM/HER)?

_____

30. SOME PEOPLE HAVE SUGGESTED THAT COMMERCIALS BE SHOWN TOGETHER IN A BUNCH AT THE BEGINNING OR END OF A PROGRAM. IN YOUR CHILD'S CASE, WHAT DO YOU THINK WOULD BE THE BEST PROCEDURE ... SHOULD THE ADS BE BUNCHED TOGETHER OR SHOWN THROUGHOUT THE PROGRAM?

bunched shown throughout ?

31. WHY DO YOU FEEL THAT WAY?

_____

_____

_____

32. DO YOU THINK THAT TELEVISION ADS HAVE MADE YOUR CHILD MORE INTERESTED IN MATERIAL THINGS THAT IF (HE/SHE) NEVER SAW ANY ADVERTISING?

yes maybe no ?

33. IN GENERAL, DO YOU THINK THAT THE CHILDREN'S PRODUCTS ADVERTISED ON TV ARE A BETTER VALUE OR A WORSE VALUE THAN SIMILAR PRODUCTS THAT AREN'T ADVERTISED, OR ARE THEY ABOUT THE SAME?

better same worse ?

34. MOST CEREALS THAT KIDS LIKE TO EAT COST ABOUT 50¢ PER BOX. HOW MUCH OF THAT PRICE WOULD YOU GUESS GOES TO PAY FOR TV ADVERTISING?

_____

35. DO YOU THINK THAT THEY SHOULD TAKE ALL THE COMMERCIALS OFF OF TV ON SATURDAY MORNINGS?

yes maybe no ?

36. FINALLY, I'D LIKE TO ASK A COUPLE QUESTIONS ABOUT YOU. IN TERMS OF DISCIPLINE, WOULD YOU SAY YOU'RE A STRICT PARENT OR A LENIENT PARENT?

strict ---------> ARE YOU SOMEWHAT STRICT OR QUITE STRICT?

somewhat strict quite strict

in between

lenient --------> ARE YOU SOMEWHAT LENIENT OR QUITE LENIENT?

somewhat lenient quite lenient

37. WHAT KID OF JOB DOES THE HEAD OF THE HOUSEHOLD HAVE RIGHT NOW?

_____

(get specific occupation -- if dead or divorced, still try to get the job description)

THESE ARE ALL THE QUESTIONS I HAVE. THANK YOU VERY MUCH FOR YOUR COOPERATION.

Table 1

EXPOSURE TO TELEVISION ADVERTISING, BY GRADE LEVEL

Exposure measure:		Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
Have you seen this (Trix) commercial on TV?				
	Yes	94%	98%	98%
	No	6	2	2
Have you seen this Big Wheel commercial on TV?				
	Yes	92%	98%	94%
	No	8	2	6
Here are pictures from a commercial for Keds Competitors. Have you seen this commercial on TV?				
	Yes	82%	92%	91%
	No	18	8	9
Here are pictures from a commercial for Boo Berry cereal. Have you seen this commercial on TV?				
	Yes	98%	99%	99%
	No	2	1	1
Have you seen any commercials where they tell you to buckle up your seat belts in the car?				
	Yes	91%	97%	98%
	No	9	3	2
When the commercials come on, how many do you watch?				
	Most	55%	55%	55%
	Some	13	26	30
	Just a few	32	19	15

Table 2

EXPOSURE TO TELEVISION ADVERTISING, BY SATURDAY MORNING VIEWING

Exposure measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
Have you seen this (Trix) commercial on TV?			
	Yes	95%	99%
	No	5	1
Have you seen this Big Wheel commercial on TV?			
	Yes	93%	98%
	No	7	2
Here are pictures from a commercial for Keds Competitors. Have you seen this commercial on TV?			
	Yes	86%	92%
	No	14	8
Here are pictures from a commercial for Boo Berry cereal. Have you seen this commercial on TV?			
	Yes	98%	99%
	No	2	1
Have you seen any commercials where they tell you to buckle up your seat belts in the car?			
	Yes	95%	96%
	No	5	4
When the commercials come on, how many do you watch?			
	Watch most commercials	50%	63%
	Watch some commercials	26	19
	Watch just a few commercials	24	18

Table entries for this and subsequent Saturday Morning Viewing tables are partial cross-tabulations. The percentage figures are adjusted to control for the influence of the child's grade in school.

Table 3

OPINIONS ABOUT TELEVISION COMMERCIALS, BY GRADE LEVEL

Opinion measure:	Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
IF SEEN TRIX COMMERCIAL (N=714): Do you like to watch it?			
Yes	98%	85%	61%
No	2	15	39
IF SEEN KEDS COMMERCIAL (N=655): Do you like to watch this commercial?			
Yes	88%	59%	65%
No	12	41	35
IF SEEN BOO BERRY COMMERCIAL (N=727): Do you like to watch this commercial?			
Yes	97%	84%	62%
No	3	16	38
Which commercial is your favorite commercial on TV? (N=228 older kids)			
Named commercial			67%
Didn't name one			33
Some commercials on Saturday morning come right in the middle of the program. How much does it bother you when they stop the program to show commercials?			
Bothers A Lot	47%	60%	59%
Bothers Sometimes	14	21	31
Bothers Never	39	19	10
Do you think they should take all the commercials off of TV on Saturday morning?			
Yes	48%	33%	26%
Maybe	4	8	23
No	48	59	51

Table 4

PARTIAL CORRELATIONS BETWEEN CHILD ATTRIBUTES AND ADVERTISING RESPONSES

Response variable index:	Age (4-12)	Sex (M-F)	Race (B-W)	Ability (lo-hi)	Status (lo-hi)
Liking for commercials	-.35	+.02	-.10	+.02	-.01
Knowledge of ad material	+.48	+.03	+.08	+.18	-.07
Acceptance of ad claims	-.51	+.01	-.12	+.08	-.09
Talking about commercials	-.26	-.03	-.10	-.01	+.02
Asking for products	-.37	-.11	-.09	+.06	-.07
Conflict and anger	+.04	-.07	-.04	-.15	-.01

The first four columns of table entries are computed on N=738 kindergarten through fifth grade students. Predictor variables are Age (ranging from 4 to 12 years old), Sex (males coded as 0, females as 1), Race (blacks coded as 0, whites as 1), and School Performance Ability (ranging from low to high; "not so good," "pretty good," and "very good"). Partial correlations control for age, sex, race, and school performance (excluding control variable when it is a predictor variable). Status is computed on N=301 kindergartener through fifth graders whose mothers were interviewed. The mothers provided a head-of-household occupation description which was rated from low to high.

Table 5

OPINIONS ABOUT TELEVISION COMMERCIALS, BY SATURDAY MORNING VIEWING

Opinion measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
IF SEEN TRIX COMMERCIAL (N=714 of 738): Do you like to watch it?			
	Yes	73%	91%
	No	27	9
IF SEEN KEDS COMMERCIAL (N=655 of 738): Do you like to watch this commercial?			
	Yes	62%	78%
	No	38	22
IF SEEN BOO BERRY COMMERCIAL (N=727 of 738): Do you like to watch this commercial?			
	Yes	75%	91%
	No	25	9
IF SEEN BIG WHEEL COMMERCIAL (N=215 of 228 older children): Do you like to watch this commercial?			
	Yes	35%	56%
	No	65	44
Which commercial is your favorite commercial on TV? (N=228 older children)			
	Named commercial	60%	79%
	Didn't name one	40	21
Some commercials on Saturday morning come right in the middle of the program. How much does it bother you when they stop the program to show commercials?			
	Bothers A Lot	52%	61%
	Bothers Sometimes	27	16
	Bothers Never	21	23
Do you think they should take all the commercials off of TV on Saturday mornings?			
	Yes	32%	39%
	Maybe	12	10
	No	56	51

Table 6

PARTIAL CORRELATES OF SATURDAY MORNING VIEWING

Criterion variable index:	Zero-order correlation	Fourth-order partial
Liking for television commercials	+.39	+.30
Knowledge of advertised brands and attributes	-.18	+.01
Acceptance of television advertising claims	+.38	+.22
Talking about television commercials	+.38	+.30
Asking for products after viewing	+.41	+.29
Asking for toys	+.37	+.23
Asking for cereals	+.31	+.24
Conflict and anger after asking for products	+.08	+.10
Conflict and anger after asking for toys	+.08	+.07
Conflict and anger after asking for cereals	+.10	+.10
Materialistic orientations	+.25	+.10
Seat belt buckling behavior	+.00	+.00
Attitude toward littering	+.05	+.07
Belief in nutritive value of sugar	+.12	+.11

All table entries are computed on N=738 kindergarten through fifth grade students. Predictor variable is the Saturday Morning Television/Advertising Viewing Index. Fourth-order partial correlations control for age, sex, race, and scholastic performance.

Table 7

CONDITIONAL PARTIAL CORRELATES OF SATURDAY MORNING VIEWING, BY GRADE LEVEL AND SEX

Criterion variable index:	Pre-kin (N=200)	1-3rd grade (N=310)	4-5th grade (N=228)	Male (N=377)	Female (N=361)
Liking for commercials	+.35	+.30	+.32	+.33	+.25
Knowledge of ad material	-.05	-.03	+.03	-.04	+.07
Acceptance of ad claims	+.34	+.21	+.18	+.24	+.18
Talking about commercials	+.41	+.34	+.19	+.33	+.27
Asking for products	+.36	+.28	+.32	+.27	+.30
Conflict and anger	-.02	+.11	+.28	+.14	+.07
Materialistic orientations	+.04	+.13	+.19	+.15	+.05
Seat belt buckling behavior	+.06	-.01	-.05	-.05	+.06
Attitude toward littering	+.16	+.03	+.01	+.05	+.08
Belief in value of sugar	+.17	+.10	+.05	+.06	+.16

Predictor variable is the Saturday Morning Television/Advertising Viewing Index. Partial correlations are computed separately for each contingent condition subgroup, while controlling for age, sex, race, and school performance (excluding control variable when it is a conditional variable).

Table 8

MOTHER ATTITUDES TOWARD CHILDREN'S TELEVISION ADVERTISING

Attitude measure:	Overall (N=301)	Child's Grade in School: Pre-Kin (N=93)	1st-3rd (N=116)	4th-5th (N=92)
Do you think that they should take all the commercials off of TV on Saturday mornings?				
Yes	28%	29%	24%	33%
Maybe/Don't know	19	28	10	21
No	53	43	66	46
In general, do you think that the children's products advertised on TV are a better value or a worse value than similar products that aren't advertised, or are they about the same?				
Better value	15%	13%	24%	8%
About the same	50	44	49	56
Worse value	21	26	17	21
Don't know	14	17	10	15
Most cereals that kids like to eat cost about 50¢ per box. How much of that price would you guess goes to pay for TV advertising?				
Less than 10¢	9%	8%	10%	8%
10¢	9	6	10	10
11¢-19¢	17	17	16	17
20¢	8	11	3	11
25¢	29	24	33	29
26¢-34¢	7	9	8	5
More than 34¢	13	16	14	10
Don't know	8	9	6	10
The ads presented in children's programs usually occur every six or seven minutes. Does this seem to disrupt your child's attention to the program, or doesn't it bother him/her? IF YES: During which type of program does this bother him/her?				
Doesn't bother	77%	68%	84%	79%
Yes, it disrupts	23	32	16	21
--general programs	(13)	(23)	(8)	(10)
--cartoons	(6)	(5)	(4)	(7)
--dramas	(3)	(4)	(1)	(4)
--educational	(1)	(0)	(3)	(0)

Table 8 (Continued)

Attitude measure:	Overall	Pre-Kin	1st-3rd	4th-5th
Some people have suggested that commercials be shown together in a bunch at the beginning or end of a program. In your child's case, what do you think would be the best procedure...should the ads be bunched together or shown throughout the program? Why do you feel that way?				
Bunch presentation	37%	33%	34%	46%
--show less interrupted	(20)	(14)	(19)	(27)
--easier to avoid ads	(10)	(12)	(6)	(13)
--better for child	(3)	(5)	(3)	(2)
--get away from TV	(3)	(1)	(4)	(3)
--distinguish from show	(1)	(1)	(2)	(1)
Shown throughout	36	40	37	30
--frequent rest breaks	(16)	(19)	(15)	(13)
--attend ads better	(11)	(9)	(11)	(12)
--no difference	(9)	(12)	(11)	(5)
No preference/don't know	27	27	29	24
Have you seen any of the commercials that are shown to children on Saturday mornings?				
Yes	49%	53%	48%	46%
No	51	47	52	54
IF YES: Can you think of any commercial that is especially bad for your child to see? Which one?				
(N=147) No	78%	77%	73%	86%
Yes	22	23	27	14
--toy ad	(8)	(10)	(9)	(5)
--cereal ad	(6)	(9)	(6)	(5)
--other ad	(8)	(4)	(12)	(4)
IF YES: Is there any particular commercial that you think is good for him/her to see?				
(N=147) No	65%	58%	73%	60%
Yes	35	42	27	40
--PSA	(14)	(17)	(11)	(17)
--cereal ad	(8)	(13)	(5)	(7)
--other ad	(13)	(12)	(11)	(16)

Table 9

KNOWLEDGE OF BRANDS AND ATTRIBUTES, BY GRADE LEVEL

Knowle ge measure:		Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
What is the name of this clown (Ronald McDonald)?				
	Fully correct	18%	32%	59%
	Partially correct	46	45	34
	Incorrect/blank	36	23	7
IF SEEN TRIX COMMERCIAL (N=714): What does the rabbit want from the kids (Trix)?				
	Fully correct	55%	83%	89%
	Partially correct	18	10	7
	Incorrect/blank	27	7	4
Have breakfast in the _____ hideout (Honeycomb).				
	Fully correct	34%	85%	77% *
	Incorrect/blank	66	15	23
You get a big delight in every bite of _____ (Hostess Twinkies).				
	Fully correct	50%	75%	24% *
	Partially correct	0	0	58
	Incorrect/blank	50	25	18
There is nothing like the face of a kid eating a _____ (Hershey bar).				
	Fully correct	54%	91%	74% *
	Partially correct	0	0	12
	Incorrect/blank	46	9	14
Another kind of cereal is King Vitamin. Which cereal do you think is sweeter--King Vitamin or Boo Berry?				
	Fully correct	45%	48%	46%
	Partially correct	28	30	40
	Incorrect	27	22	14
Which cereal do you think will make you bigger and stronger--King Vitamin or Boo Berry?				
	Fully correct	38%	47%	57%
	Partially correct	26	36	36
	Incorrect	36	17	7

*Older children in 4th-5th grades completed blanks in open-ended question, while younger children selected from among three choices.

Table 9 (Continued)

Knowledge measure:	Grade level: Pre-Kin	1st-3rd	4th-5th
Crest and Close-Up are two kinds of toothpaste. Can you think of any difference between these two toothpastes? IF YES: How is Crest different from Close-Up?			
Correct			60%
Incorrect/blank			40
Can't get enough of _____ (Super Sugar Crisp).			
Correct			66%
Incorrect/blank			34
My old pal _____ (Ovaltine).			
Correct			84%
Incorrect/blank			16
Write down as many different kinds of cereals as you can think of (N=201): (ten blanks)			
Mean number			7.73

Table 10

KNOWLEDGE OF BRANDS AND ATTRIBUTES, BY SATURDAY MORNING VIEWING

Knowledge measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
What is the name of this clown (Ronald McDonald)?			
	Fully correct	39%	32%
	Partially correct	39	47
	Incorrect/blank	22	21
What does the rabbit want from the kids (Trix cereal)? (N=714)			
	Fully correct	77%	75%
	Partially correct	15	10
	Incorrect/blank	8	15
Have breakfast in the _____ hideout (Honeycomb).			
	Correct	73%	62%
	Incorrect/blank	27	38
You get a big delight in every bite of _____ (Hostess Twinkies).			
	Fully correct	51%	54%
	Partially correct	20	15
	Incorrect/blank	29	31
There is nothing like the face of a kid eating a _____ (Hershey bar).			
	Fully correct	78%	72%
	Partially correct	4	3
	Incorrect/blank	18	25
Another kind of cereal is King Vitamin. Which cereal do you think is sweeter--King Vitamin or Boo Berry?			
	Fully correct	45%	48%
	Partially correct	35	29
	Incorrect	20	23
Which cereal do you think will make you bigger and stronger--King Vitamin or Boo Berry?			
	Fully correct	50%	45%
	Partially correct	35	30
	Incorrect	15	25

Table 10 (Continued)

Knowle ge measure:		Light Viewers	Heavy Viewers
Crest and Close-Up are two kinds of toothpaste. Can you think of any difference between these two toothpastes? IF YES: How is Crest different from Close-Up? (N=228 older children)			
	Correct	60%	60%
	Incorrect/blank	40	40
Can't get enough of _____ (Super Sugar Crisp). (N=228)			
	Correct	68%	64%
	Incorrect/blank	32	36
My old pal _____ (Ovaltine). (N=228)			
	Correct	85%	84%
	Incorrect/blank	15	16
Write down as many different kinds of cereals as you can think of: (ten blanks) (N=201)			
	Mean number	7.90	7.41

Table 11

ACCEPTANCE OF TELEVISION ADVERTISING CLAIMS, BY GRADE LEVEL

Acceptance measure:		Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
IF SEEN BIG WHEEL COMMERCIAL (N=703): The kids in this commercial look like they are having lots of fun. If you rode the Big Wheel toy, do you think it would be that much fun?	Yes	90%	61%	24%
	Maybe	6	27	54
	No	4	12	22
IF SEEN BIG WHEEL COMMERCIAL (N=703): In the commercial, the kids riding the Big Wheel spin around very fast. Do you think most kids can spin around like that?	Yes	72%	44%	21%
	Maybe	9	36	39
	No	19	20	40
IF SEEN KEDS COMMERCIAL (N=655): The boy in the commercial says that Keds help him play basketball better. Do you think that this is really true?	Yes	70%	27%	7%
	Maybe	9	36	45
	No	21	37	48
Next Saturday there will be a brand new commercial for a new toy racing car. In this commercial, the man says that the toy racing cars go as fast as the big cars at the racing track. Do you think this is really true? (N=228 older kids)	Yes			4%
	Maybe			26
	No			70
The man also says that these toy cars will never break down. Do you think this is really true? (N=228 older kids)	Yes			4%
	Maybe			23
	No			73
Do you think that TV commercials always tell the truth? (N=228 older kids)	Yes			11%
	No			89

Table 12

ACCEPTANCE OF TELEVISION ADVERTISING CLAIMS, BY SATURDAY MORNING VIEWING

Acceptance measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
IF SEEN BIG WHEEL COMMERCIAL: The kids in the commercial look like they are having lots of fun. If you rode the Big Wheel toy, do you think it would be that much fun? (N=703 of 738)	Yes	47%	72%
	Maybe	37	20
	No	16	8
IF SEEN BIG WHEEL COMMERCIAL: In the commercial, the kids riding the Big Wheel spin around very fast. Do you think most kids can spin around like that? (N=703 of 738)	Yes	38%	53%
	Maybe	34	25
	No	28	22
IF SEEN KEDS COMMERCIAL: The boy in the commercial says that Keds help him play basketball better. Do you think that this is really true? (N=655 of 738)	Yes	22%	44%
	Maybe	38	24%
	No	40	32
Next Saturday there will be a brand new commercial for a new toy racing car. In this commercial, the man says that the toy cars go as fast as the big cars at the racing track. Do you think this is really true? (N=228 older children)	Yes	1%	7%
	Maybe	26	28
	No	73	65
The man also says that these toy cars will never break down. Do you think this is really true? (N=228 older children)	Yes	2%	6%
	Maybe	21	28
	No	77	66
Do you think that TV commercials always tell the truth? (N=228 older children)	Yes	6%	20%
	No	94%	80%

Table 13

TALKING ABOUT TELEVISION COMMERCIALS, BY GRADE LEVEL

Talking measure:		Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
IF SEEN BOO BERRY COMMERCIAL (N=727): Have you ever talked with your friends about this commercial?				
	Yes	40%	28%	24%
	No	60	72	76
IF SEEN BOO BERRY COMMERCIAL (N=727): Have you ever talked with your mother about this commercial?				
	Yes	60%	40%	26%
	No	40	60	74
IF SEEN BIG WHEEL COMMERCIAL (N=215 older kids): Have you ever talked with your friends about this commercial?				
	Yes			25%
	No			75
IF SEEN BIG WHEEL COMMERCIAL (N=215 older kids): Have you ever talked with your mother about this commercial?				
	Yes			21%
	No			79

Table 14

TALKING ABOUT TELEVISION COMMERCIALS, BY SATURDAY MORNING VIEWING

Talking measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
IF SEEN BOO BERRY COMMERCIAL: Have you ever talked with your friends about this commercial? (N=727 of 738)			
	Yes	20%	46%
	No	80	54
IF SEEN BOO BERRY COMMERCIAL: Have you ever talked with your mother about this commercial? (N=727 of 738)			
	Yes	30%	57%
	No	70	43
IF SEEN BIG WHEEL COMMERCIAL: Have you ever talked with your friends about this commercial? (N=215 of 228 older children)			
	Yes	19%	35%
	No	81	65
IF SEEN BIG WHEEL COMMERCIAL: Have you ever talked with your mother about this commercial? (N=215 of 228 older children)			
	Yes	17%	28%
	No	83	72

Table 15

MOTHER-REPORTED DISCUSSION WITH CHILD ABOUT TELEVISION ADVERTISING

Discussion measure:	Overall (N=301)	Child's Grade in School: Pre-Kin (N=93)	1st-3rd (N=116)	4th-5th (N=92)
Do you ever talk with your child about the content of commercials...for instance, do you discuss the kinds of selling techniques that are used, or teach him/her how to decide which ads are true and which are misleading? IF YES: What sort of things do you tell him/her?				
No	53%	55%	60%	43%
Yes	47	45	40	57
--say ads exaggerate	(9)	(7)	(9)	(13)
--critique specific content	(8)	(8)	(8)	(8)
--say ad claims false	(7)	(5)	(3)	(13)
--explain ads try to sell	(5)	(2)	(6)	(7)
--say can't trust ads	(5)	(3)	(7)	(3)
--compare to experience	(2)	(0)	(2)	(3)
--other/no response	(11)	(20)	(5)	(10)

Table 16

PARTIAL CORRELATIONS BETWEEN CHILD ATTRIBUTES AND MOTHER-CHILD INTERACTION

Interaction variable:	Age (4-12)	Sex (M-F)	Ability (lo-hi)	Status (lo-hi)	N
Child asking for cereals	-.25	-.04	-.03	-.12	301
Asks in store	-.09	-.11	-.06	+.03	211
Asks after viewing	-.06	-.05	.00	-.11	211
Mentions premium	-.02	-.10	+.05	-.07	211
Mentions nutrition	-.01	+.04	-.05	-.06	211
Mother denies request	+.14	-.09	-.03	+.04	211
Mother-child conflict	-.11	-.06	+.01	-.14	158
Child unhappy over denial	-.06	-.03	+.06	-.04	158
Child asking for toys	-.25	+.01	-.14	-.11	301
Asks in store	-.05	-.02	-.03	-.01	240
Asks after viewing	-.06	-.08	+.01	-.16	240
Mother-child conflict	-.06	.00	-.01	-.05	240
Child unhappy over denial	-.06	-.08	+.07	+.01	240
Mother teaches about ads	+.10	-.06	+.04	+.16	301

Table entries are computed on data gathered from N=301 mothers of subsample of children in kindergarten through fifth grade. Partial correlations control for age, sex, race, and school performance (excluding control variable when it is a predictor variable). Predictor variables are described in Table 4; interaction variables are presented in Tables 18, 19 and 23. The N's for indented variables are smaller because questions were asked only of those mothers answering screen item.

Table 17

ASKING FOR PRODUCTS AFTER VIEWING, BY GRADE LEVEL

Asking measure:		Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
Many of the TV commercials are for toys -- things like games and dolls and racing cars. After you see these toys on TV, how much do you ask your mother to buy them for you?				
	A Lot	52%	20%	10%
	Sometimes	31	65	67
	Never	17	15	23
After you see commercials for breakfast cereals on TV, how much do you ask you mother to buy the cereal for you?				
	A Lot	44%	32%	17%
	Sometimes	32	46	58
	Never	24	22	25
IF SEEN BIG WHEEL COMMERCIAL (N=703): Did you ask your parents to buy Big Wheel for you?				
	Yes	64%	40%	15%
	No	36	60	85
IF SEEN BOO BERY COMMERCIAL (N=727): Have you ever asked your mother to buy Boo Berry for you?				
	Yes	61%	49%	30%
	No	39	51	70
In the last few days, have you seen any TV commercials that made you want to get some toy or cereal or candy or something like that? IF YES: Did you ask your mother to buy it for you? (N=228 older children)				
	Wanted, Asked			21%
	Wanted, Didn't Ask			14
	Didn't Want			65

Table 18

MOTHER-REPORTED ASKING FOR ADVERTISED CEREALS

Request measure:	Overall (N=301)	Child's Grade in School: Pre-Kin (N=93)	1st-3rd (N=116)	4th-5th (N=92)
Many of the ads aimed at children are for breakfast cereals. How often does your son/daughter ask for certain cereals that he/she sees on TV.... a lot, sometimes, or never?				
Requests a lot	28%	39%	29%	16%
Requests sometimes	42	42	41	44
Requests never	30	19	30	40
IF ASKS FOR CEREAL:	(N=211)	(N=75)	(N=81)	(N=55)
We'd like to know when your child usually asks you to buy these cereals:				
Does he/she ask right after watching a commercial?				
Yes	47%	49%	54%	35%
No	53	51	46	65
Does he/she ask when you're at the supermarket?				
Yes	86%	92%	83%	81%
No	14	8	17	19
When your child asks for a specific cereal, what does he/she usually say.... what reasons does he/she give for wanting it?				
Wants premium	47%	47%	51%	42%
Just wants it	24	23	21	31
Ad related comment	16	23	19	10
Try a new cereal	7	2	9	10
Tastes good	7	2	8	10
Nourishing	3	5	4	0
Friends have it	1	0	1	4
Other/don't know	3	5	0	4
	(MULTIPLE RESPONSES TABULATED)			
Does he/she ever say that he/she wants a cereal so he/she can get a premium or prize in the box?				
Premium cited above	47%	47%	51%	42%
Yes	36	35	36	40
No	17	18	13	18
Does he/she ever mention the nutritional value of a particular kind of cereal?				
Nutrition cited above	3%	5%	4%	0%
Yes	16	12	16	22
No	81	83	80	78

Table 19

MOTHER-REPORTED ASKING FOR ADVERTISED TOYS

Request measure:	Overall (N=301)	Child's Grade in School: Pre-Kin (N=93)	1st-3rd (N=116)	4th-5th (N=92)
Many of the ads aimed at children are for toys -- like games, dolls, racing cars and other playthings. About how often would you say your child asks you to buy certain toys that he/she sees on TV.... a lot, sometimes, or never?				
Requests a lot	27%	35%	28%	16%
Requests sometimes	53	54	54	51
Requests never	20	11	18	33
IF CHILD ASKS FOR TOYS:	(N=240)	(N=83)	(N=95)	(N=62)
When does your son/daughter ask for these toys:				
Does he/she ask right after watching a commercial?				
Yes	78%	81%	80%	74%
No	22	19	20	26
Does he/she ask when you're right in the store?				
Yes	65%	66%	69%	59%
No	35	34	31	41
When you tell your child that he/she can't have a particular toy, what reason do you usually give?				
Toy too expensive	43%	37%	51%	39%
Toy a poor value	20	18	18	24
Child already has it	18	18	21	15
Child doesn't need it	13	10	14	18
Wait for birthday/ Christmas	12	17	11	8
Not suitable for age	10	16	10	5
Just say no	7	5	7	8
Other/no reason	11	11	8	15

(MULTIPLE RESPONSES TABULATED)

Table 20

ASKING FOR PRODUCTS AFTER VIEWING, BY SATURDAY MORNING VIEWING

Asking measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
Many of the TV commercials are for toys -- things like games and dolls and racing cars. After you see these toys on TV, how much do you ask your mother to buy them for you?			
	A Lot	16%	40%
	Sometimes	64	46
	Never	20	14
After you see commercials for breakfast cereals on TV, how much do you ask your mother to buy the cereal for you?			
	A Lot	24%	41%
	Sometimes	50	39
	Never	26	20
IF YOU HAVE SEEN BIG WHEEL COMMERCIAL (N=703): Did you ever ask your parents to buy Big Wheel for you?			
	Yes	32%	49%
	No	68	51
IF SEEN BOO BERRY COMMERCIAL (N=727): Have you ever asked your mother to buy Boo Berry cereal?			
	Yes	38%	60%
	No	62	40
In the last few days, have you seen any TV commercials that made you want to get some toy or cereal or candy or something like that? IF YES: Did you ask your mother to buy it for you? (N=228 older children)			
	Wanted, Asked	21%	20%
	Wanted, Didn't Ask	11	20
	Didn't Want	68	60

Table 21

MOTHER-REPORTED PARTIAL CORRELATES OF
MOTHER/CHILD-REPORTED SATURDAY MORNING VIEWING

Criterion variable:	Zero-order correlation	Fourth-order partial	N
Child asking for cereals	+.28	+.22	301
Asks in store	-.04	-.09	211
Asks after viewing	+.18	+.15	211
Mentions premium	+.09	+.08	211
Mentions nutrition	+.11	+.11	211
Child disappointed with cereal	.00	-.01	211
Mother denies request	-.02	.00	211
Mother-child conflict	+.14	+.09	158
Child unhappy over denial	+.14	+.12	158
Child asking for toys	+.17	+.10	301
Asks in store	-.02	-.05	240
Asks after viewing	+.12	+.10	240
Mother-child conflict	+.21	+.21	240
Child unhappy over denial	+.20	+.18	240
Child use of vitamins	+.17	+.08	301
Child asking for vitamins	-.02	+.01	117
Child materialistic orientations	+.09	+.07	301
Child seat belt buckling behavior	-.19	-.22	301
Child bothered by interruptions	.00	-.01	301

Table entries are computed on data gathered from N=301 mother-child dyads representing a subsample of children in kindergarten through fifth grade. Fourth-order partial correlations control for age, sex, race, and school preformance. The predictor variable is the Mother/Child Saturday Morning Television/Advertising Viewing Index. The N's for indented variables are smaller because questions were asked only of those mothers answering screen item.

Table 22

CONDITIONAL PARTIAL CORRELATIONS BETWEEN
MOTHER-CHILD INTERACTION AND SATURDAY VIEWING

Interaction variable:	Teaches about ads (N=140)	Doesn't teach (N=161)	Strict Discipline (N=129)	Lenient Discipline (N=172)
Child asking for cereals	+.13	+.24	+.16	+.24
Mentions premium	----	----	-.03	+.13
Mother-child conflict	+.09	+.16	+.17	+.07
Child unhappy over denial	+.17	-.02	----	----
Child disappointed with cereal	-.15	.00	----	----
Child asking for toys	+.06	+.08	+.12	+.10
Mother-child conflict	+.23	+.18	+.06	+.25
Child unhappy over denial	+.24	+.14	----	----

Predictor variable is the Mother/Child Saturday Morning Television/Advertising Viewing Index. Partial correlations are computed separately for each contingent condition subgroup, while controlling for age, sex, race, and school performance. The teaching variable is dichotomized on the item displayed in Table 15; mothers who discuss advertising techniques or practices are in the teaching group, while those who say that never talk to their child about ads are in the non-teaching group. On the second contingency variable, mothers were asked "In terms of discipline, would you say you're a strict parent or a lenient parent?" Those who reply "in between" are classified in the lenient category in this analysis.

Table 23

CONSEQUENCES OF CEREAL REQUESTS, BY REASON CITED FOR REQUEST

Consequence variable:	Why cereal usually requested: Premium Reason* (N=99)	Other Reasons (N=112)
When your child asks for a certain cereal, do you ever tell him/her that he/she can't have it?		
Yes	78%	72%
No	22	28
IF YES: How does he/she react when you say no?		
Angry	6%	4%
Disappointed/pouting	25	18
Doesn't bother child	33	34
Understands denial	8	9
Persistence in request	2	3
Substitute request	4	4
No denial (above)	22	28
IF YES: When you say that he/she can't have a cereal, how often do you argue with him/her . . . would you say a lot, sometimes, or never?		
Argue a lot/sometimes	42%	25%
Argue never	36	47
No denial (above)	22	28
Has your child ever been disappointed with a cereal that he/she asked you to buy?		
Yes	65%	66%
No	35	34

*Mothers were categorized into the "Premium Reason" classification if they cited premiums in response to the open-ended question concerning the reasons given by the child for wanting cereal. The "Other Reasons" category included those who originally gave other non-premium reasons, even though they subsequently responded positively to the follow-up direct question about premium-based requests. N=211 of 301 mothers who reported that their child asked for cereals seen on TV.

Table 24

CONFLICT AND ANGER AFTER DENIAL OF REQUESTS, BY GRADE LEVEL

Conflict/Anger measure:		Grade level: Pre-Kin (N=200)	1st-3rd (N=310)	4th-5th (N=228)
IF ASKS FOR TOYS (N=606): When your mother says you can't have a toy that you ask for, how much do you argue with her?				
	A Lot	21%	14%	16%
	Sometimes	22	30	52
	Never	57	56	32
When she says you can't have a toy, how much do you get mad at her?				
	A Lot	25%	20%	18%
	Sometimes	27	35	50
	Never	48	45	22
IF ASKS FOR CEREALS (N=562): When your mother says you can't have a cereal that you ask for, how much do you argue with her?				
	A Lot	16%	12%	10%
	Sometimes	22	31	40
	Never	62	57	50
When your mother says you can't have a cereal, how much do you get mad at her?				
	A Lot	19%	16%	15%
	Sometimes	23	33	38
	Never	58	51	47

Table 25

MOTHER-REPORTED CONFLICT AND ANGER AFTER DENYING REQUESTS

Conflict/Anger measure:	Overall	Child's Grade in School: Pre-Kin	1st-3rd	4th-5th
IF CHILD ASKS FOR ADVERTISED CEREALS:	(N=211)	(N=75)	(N=81)	(N=55)
When your child asks for a certain cereal, do you ever tell him/her that he/she can't have it? IF YES: How does he/she react when you say no?				
No denial	25%	33%	20%	22%
Yes denial	75	67	80	78
-- Angry reaction	(5)	(4)	(6)	(6)
-- Disappointed	(21)	(17)	(28)	(14)
-- Persists	(3)	(7)	(0)	(2)
-- Doesn't bother	(34)	(21)	(39)	(41)
-- Understands denial	(8)	(11)	(4)	(13)
-- Substitute request	(4)	(7)	(3)	(2)
IF YES: When you say that he/she can't have a cereal, how often do you argue with him/her....would you say alot, sometimes, or never?				
A lot/Sometimes	34%	36%	39%	25%
Never	41	31	41	53
No denial	25	33	20	22
IF CHILD ASKS FOR ADVERTISED TOYS:	(N=240)	(N=83)	(N=95)	(N=62)
How does he/she generally react when you say that he/she can't have a toy?				
Angry reaction	10%	10%	8%	13%
Disappointed	29	33	30	24
Persists	6	7	7	3
Doesn't bother	31	25	30	39
Understands denial	19	23	17	16
Substitute request	1	2	1	0
Other reaction	4	0	7	5
How often do you argue with him/her about buying toys that he/she sees on TV....would you say a lot, sometimes or never?				
A lot	8%	6%	10%	8%
Sometimes	45	51	43	39
Never	47	43	47	53

Table 26

CONFLICT AND ANGER AFTER DENIAL OF REQUESTS,
BY SATURDAY MORNING VIEWING

Conflict/Anger measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
IF ASKS FOR TOYS (N=606): When your mother says you can't have a toy that you ask for, how much do you argue with her?			
	A Lot	11%	24%
	Sometimes	42	23
	Never	47	53
IF ASKS FOR TOYS (N=606): When she says you can't have a toy, how much do you get mad at her?			
	A Lot	18%	26%
	Sometimes	44	33
	Never	38	41
IF ASKS FOR CEREALS (N=562): When your mother says you can't have a cereal that you ask for, how much do you argue with her?			
	A Lot	8%	18%
	Sometimes	36	26
	Never	56	56
IF ASKS FOR CEREALS (N=562): When your mother says you can't have a cereal, how much do you get mad at her?			
	A Lot	11%	24%
	Sometimes	36	26
	Never	53	50

Table 27

MATERIALISTIC ORIENTATIONS, BY SATURDAY MORNING VIEWING

Materialism measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
Do you think that the kids who have the most toys are the most happy kids?			
	Yes	44%	52%
	Maybe	26	24
	No	30	24
How much do you try to get your parents to buy things for you so you can show off to your friends?			
	A Lot	14%	27%
	Sometimes	31	24
	Never	55	49
There are two kinds of sugar frosted flakes -- Kelloggs and Food Club. Which kind do you think is the best?			
	Kelloggs Sugar Frosted Flakes	59%	57%
	About the Same	27	28
	Food Club Sugar Frosted Flakes	14	15
When you are a grown up, do you think that the most important thing is to have lots of money? (N=228 older children)			
	Yes	18%	25%
	Maybe	17	16
	No	65	59
If you had to choose, would you rather play with a toy from the toy store or go play at the playground? (N=228 older children)			
	Play With the Toy	10%	18%
	Don't Care	49	45
	Play at the Playground	41	37
If your family was going to eat at a drive-in restaurant, which one would you want to go to? (N=228 older children)			
	McDonalds/Burger King	70%	81%
	Don't Care	30	19

Table 28

SOCIAL AND NUTRITIONAL LEARNING, BY SATURDAY MORNING VIEWING

Learning measure:		Light Viewers (N=444)	Heavy Viewers (N=294)
When you ride in the car with your parents, how much do you buckle your seat belt?			
	A lot	37%	44%
	Sometimes	43	30
	Never	20	26
Do you think it is really important for people to stop being litterbugs?			
	Yes	92%	94%
	Maybe	1	1
	No	7	5
Most cereal and candy has lots of sugar on it. Do you think sugar is good for you?			
	Yes	15%	23%
	Maybe	18	13
	No	67	64
When you eat breakfast, which one of these foods will make you the strongest and give you the most energy? (N=228 older children)			
	Bacon and Eggs	70%	74%
	Hot Oatmeal	26	17
	Sweet Cereal (like Alpha Bits or Boo Berry)	4	9
Do you think it is really important for kids to take vitamin tablets every day? (Like Flintstones or Chocks) (N=228 older children)			
	Yes	36%	48%
	Maybe	35	25
	No	29	27

Table 29

MOTHER-REPORTED BEHAVIOR AND ATTITUDES REGARDING CHILDREN'S VITAMINS

Vitamin measure:	Overall (N=301)	Child's Grade in School: Pre-Kin (N=93)	1st-3rd (N=116)	4th-5th (N=92)
Does your child use any of the children's vitamin tablets?				
No	61%	43%	62%	78%
Yes	39	57	38	22
--Flintstones	(11)	(17)	(9)	(8)
--Chocks	(7)	(5)	(9)	(5)
--Pals	(5)	(10)	(3)	(2)
--One-a-Day	(3)	(6)	(3)	(0)
--Prescription	(2)	(4)	(1)	(1)
--Other	(11)	(15)	(13)	(6)
IF USES VITAMIN TABLETS (N=117):				
Why is that brand used?				
Least expensive	15%	15%	18%	10%
Doctor recommends	13	19	7	10
Flavor/shape	12	13	14	5
Health quality	10	9	11	10
TV ads	10	10	11	10
Family uses	6	8	7	0
Chewable	4	2	0	15
Other/no reason	30	24	32	40
Did your child ask you to buy that brand?				
Yes	43%	35%	49%	50%
No	57	65	51	50
Have you noticed any ads for children's vitamins during the afternoon or evening that are directed at adults rather than children? IF YES: What do you think of the idea of advertising children's vitamins directly to adults?				
No	81%	81%	77%	90%
Yes	19	19	23	10
--Favor idea	(15)	(15)	(21)	(0)
--Don't know	(4)	(4)	(2)	(10)

Table 30

PARTIAL CORRELATES OF MOTHER/CHILD-REPORTED SATURDAY MORNING VIEWING

Criterion variable index:	Zero-order correlation	Fourth-order partial
Liking for television commercials	+.30	+.21
Knowledge of advertised brands and attributes	-.02	+.14
Acceptance of television advertising claims	+.37	+.20
Talking about television commercials	+.21	+.15
Asking for products after viewing	+.33	+.22
Asking for toys	+.31	+.19
Asking for cereals	+.24	+.17
Conflict and anger after asking for products	+.03	+.02
Conflict and anger after asking for toys	+.05	+.06
Conflict and anger after asking for cereals	.00	-.03
Materialistic orientations	+.18	+.05
Seat belt buckling behavior	-.10	-.07
Attitude toward littering	-.01	+.03
Belief in nutritive value of sugar	+.12	+.11

All table entries are computed on N=301 mother-child dyads representing a subsample of kindergarten through fifth grade students. Predictor variable is the Mother/Child Saturday Morning Television/Advertising Viewing Index. Fourth-order partial correlations control for age, sex, race, and scholastic performance.

Table 31

PARTIAL CORRELATES BETWEEN VIEWING AND ELABORATED INDICES FOR OLDER CHILDREN

Criterion index version:	Third-order partial
Liking for commercials: Core 3-item index	+.32
Elaborated 5-item index (p-w = +.92)	+.30
Knowledge of ad material: Core 6-item index	+.03
Elaborated 11-item index (p-w = +.78)	-.05
Acceptance of ad claims: Core 3-item index	+.18
Elaborated 7-item index (p-w = +.90)	+.22
Talking about commercials: Core 2-item index	+.19
Elaborated 4-item index (p-w = +.83)	+.26
Asking for products: Core 4-item index	+.32
Elaborated 5-item index (p-w = +.98)	+.30
Materialistic orientations: Core 3-item index	+.19
Elaborated 6-item index (p-w = +.89)	+.20

All table entries are computed on N=228 fourth and fifth grade students. Predictor variable is the Television/Advertising Viewing Index. Third-order partials control for sex, race, and scholastic performance. The Core criterion indices are composed of questionnaire items administered to all children; the Elaborated criterion indices also include supplementary items asked only of the older fourth and fifth graders. The "p-w" figures presented in parentheses are the part-whole correlations between the corresponding Core and Elaborated indices.

Table 32

CONDITIONAL PARTIAL CORRELATES OF VIEWING,
BY GRADE LEVEL AND ATTENTION LEVEL

	Pre-Kin		1-3rd grade		4-5th grade	
Criterion variable index:	Low Attn N=90	High Attn N=110	Low Attn N=138	High Attn N=172	Low Attn N=102	High Attn N=126
Liking for commercials	+.45	+.19	+.35	+.21	+.35	+.26
Knowledge of ad material	+.02	-.18	-.04	-.01	+.05	-.01
Acceptance of ad claims	+.50	+.22	+.27	+.13	+.13	+.15
Talking about commercials	+.44	+.36	+.37	+.29	+.22	+.17
Asking for products	+.44	+.31	+.31	+.26	+.34	+.29
Conflict and anger	+.03	-.03	+.09	+.12	+.28	+.28
Materialistic orientations	+.20	-.14	+.21	+.06	+.14	+.18
Seat belt buckling behavior	+.08	+.05	-.02	+.01	-.07	-.05
Attitude toward littering	+.18	+.14	+.01	+.07	.00	+.02
Belief in value of sugar	+.24	+.10	+.12	+.07	+.06	+.05

Predictor variable is the Saturday Morning Television/Advertising Viewing Index. Partial correlations are computed separately for each contingent condition subgroup, while controlling for sex, race, and school performance. High attention respondents report watching "most" ads when they come on TV; low attention respondents report watching "some" or "just a few" ads that appear while they view television.